DOCUMENT RESUME

ED 165 802 IR 007 050

AUTHOR	Moulton, Jeanne; Spain, Peter
TITLE	A Description of 15 U.S. Training Institutions Offering Communications Courses to Developing-Country Personnel. Based on Site Visits.
INSTITUTION	Stanford Univ., Calif. Inst. for Communication Research.
SPONS AGENCY	Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.
PUB DATE	Jul 78
CONTRACT	TA-c-1472
NOTE	267p.; For related document, see IR 007 044
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Communications; *Developing Nations; Directories; *Educational Programs; Foreign Students; Graduate Study; Higher Education; Institutions; *International Education; *Technical Assistance; *Training; Universities

ABSTRACT

This inventory provides information about development communication training programs for students from developing countries in Master's or Ph.D. programs or short-term non-degree training. A demand is anticipated for training specialists in different sectors--agriculture, education, health, nutrition, and population--in the use of communication to reach sector goals. The type of training desired will vary in time required, from short-term non-degree training to long-term Master's and doctoral level training; in place, from universities and organizations in the United States to in-country locations; and in focus, from production skills and practical problem-solving methods to high level policy-making and planning techniques to sophisticated research skills. This inventory reflects some of this variety of anticipated demand. The descriptions in this report are not meant to be comparative--all the programs have different emphases--but, rather, to provide information for selection of appropriate university resources to meet specific training needs. The institutions described are Cornell University, the East-West Communication Institute, Florida State University, Indiana University, Michigan State University, San Francisco State University, Stanford University, Syracuse University, and the Universities of Chicago, Hawaii, Massachusetts, Pittsburgh, Southern California, Wisconsin, and Texas. (Author/RAO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165802

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A

DESCRIPTION OF 15 U.S. TRAINING INSTITUTIONS OFFERING COMMUNICATIONS COURSES TO DEVELOPING-COUNTRY PERSONNEL

Based on site visits

Jeanne Moulton and Peter Spain

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edwin B. Parker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The Institute for Communication Research
Stanford University
July 1978

IR007052

This work was performed under contract TA-c-1472 with the Development Support Bureau (Office of Education and Human Resources) of the United States Agency for International Development.

TABLE OF CONTENTS

	page
INTRODUCTION	1
HOW TO USE THIS DOCUMENT	7
CORNELL UNIVERSITY, DEPARTMENT OF COMMUNICATION ARTS	11
THE EAST-WEST COMMUNICATION INSTITUTE OF THE EAST-WEST CENTER, HONOLULU, HAWAII	26
FLORIDA STATE UNIVERSITY	35
INDIANA UNIVERSITY, DIVISION OF INSTRUCTIONAL SYSTEMS TECHNOLOGY AND DEPARTMENT OF TELECOMMUNICATIONS	52
MICHIGAN STATE UNIVERSITY	79
SAN FRANCISCO STATE UNIVERSITY	95
STANFORD UNIVERSITY, INSTITUTE FOR COMMUNICATION RESEARCH	109
SYRACUSE UNIVERSITY	118
UNIVERSITY OF CHICAGO	131
UNIVERSITY OF HAWAII, DEPARTMENT OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY	159
UNIVERSITY OF MASSACHUSETTS, CENTER FOR INTERNATIONAL EDUCATION	168
UNIVERSITY OF PITTSBURGH, SCHOOL OF EDUCATION, PROGRAM IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY	192
UNIVERSITY OF SOUTHERN CALIFORNIA, ANNENBERG SCHOOL OF COMMUNICATIONS	209
UNIVERSITY OF TEXAS AT AUSTIN	225
UNIVERSITY OF WISCONSIN AT MADISON	238

INTRODUCTION

The purpose of this inventory is to provide information to the Development Support Bureau of the United States Agency for International Development about development communication training programs within the United States for students from developing countries. These programs might offer either graduate training at the Master's or Ph.D. level or short-term non-degree training.

The inventory has been prepared by the Institute for Communication Research at Stanford University for the Development Support Bureau of USAID. The larger project includes a study of the communication policies and programs of USAID, and of training opportunities available in North America and Europe for personnel from less-developed countries who want to learn more about the use of communication for development.

This inventory constitutes one section of the study of training opportunities. It is complemented by another document: a briefer survey of over 60 universities and non- academic institutions that offer training in communication for development.[1]

---

[1] "An Annotated Listing of Training Institutions Offering Communications Courses to Developing-Country Personnel." Stanford: The Institute for Communication Research, July, 1978 (Revised edition).

The study of training opportunities was done in expectation of an increasing demand for training in this area by personnel from developing countries. In particular, a demand is anticipated for training specialists in different sectors--agriculture, education, health, nutrition and population--in the use of communication to reach sector goals. Also, the type of training desired will probably vary in time required, from short-term non-degree training to long-term Master's and doctoral level training; in place, from universities and organizations in the United States to in-country locations; and in focus, from production skills and practical problem-solving methods to high level policy-making and planning techniques to sophisticated research skills. This inventory reflects some of this variety of anticipated demands.

The survey is limited to communication training in the electronic media and instructional technology, excluding print journalism. It does include training for communication research and policy planning.

The inventory is intended for use by individuals who work for USAID in the missions and in Washington, and those who work for institutions in developing countries that are associated with USAID, who see a need for further training of personnel in communication for development. In addition to indicating the nature of on-campus programs available to

less-developed-country personnel, the inventory reveals the capacity and interest of those universities to assist in field training. Users of the inventory should identify the universities that appear to offer training appropriate to their particular needs, and then write directly to those university programs for further information about what they can offer. Without exception, the individuals working in the programs described in this inventory have expressed strong interest in training less-developed-country personnel. The descriptions in this report are not meant to be comparative since all the programs have different emphases, some quite divergent. Within the broad definition of "communication-for-development" there was room for diversity. What this report hopes to convey is the tone of each institution, along with a good deal of information about their various programs, so that a well-informed selection of university resources can be made to meet specific training needs.

METHOD OF DATA COLLECTION

The institutions described in detail below were chosen after wide consultation with professionals in the field, as well as by review of pertinent documentation. Suggestions about training institutions were received from many sources; a suggested institution was then checked through its catalog in Stanford's Academic Information Center and, in most cases, by a phone call to the person in charge of the program at the institution. Where possible, the phone call was preceded by a letter to give the person we intended to call a better idea of our task and our purpose.

Some of the documents reviewed include:

1. "Broadcast Programs in American Colleges and Universities, 1974-1975," put out by the National Association of Broadcasters in 1975;

2. The Aspen Handbook on the Media, 1977-1978, edited by William Rivers, Wallace Thompson and Michael J. Nyhan. New York: Praeger, 1977.

3. A Directory of Sources of Assistance on Educational Technology for Development, from the Information Center on Instructional Technology of the Academy for Educational Development, 1975;

4. Educational Media Yearbook, 1977, by James W. Brown. New York: Bowker, 1977.

5. Mass Communication:Teaching and Studies at Universities, by May Katzen. Paris: UNESCO Press, 1975.

6. "Educational Broadcasting International," December 1976, special issue on media training.

Persons consulted include our colleagues in the international program at the Institute for Communication Research at Stanford; officers in USAID; professionals at the Academy for Educational Development, the U.S. Department of Agriculture Office for International Training, the International Extension College in London, and the Stanford International Development Education Committee. Further, every person contacted by phone was asked for suggestions of additional institutions that we may have overlooked.

The institutions that were found through all these means--several dozen--were described briefly in the earlier report, "An annotated listing of Training Institutions Offering Communications Courses to Developing-Country Personnel, July, 1978."

The 15 institutions chosen for a visit were: Cornell University, the East-West Communication Institute, Florida State University, Indiana University, Michigan State University, San Francisco State University, Stanford University, Syracuse University, and the Universities of Chicago, Hawaii, Massachusetts, Pittsburgh, Southern California, Wisconsin, and Texas.

Visits were carried out by Dr. Jeanne Moulton and Dr. Peter Spain between January 23 and March 2, 1978. Most institutions were visited for two days, and several were visited by both Stanford staff members. The visits were preceded by a letter to the person in charge of the program we wished to visit; the letter specified the reasons for the site visits and asked that documents descriptive of the program, the staff, the students, and the graduates be provided where possible.

These advance requests met with cooperation in all cases. Not only were documents made available to us, but appointments were arranged with deans, faculty, students, and staff so that we could get a picture of the program from many points of view. These interviews permit elaboration of catalog descriptions in a way that only direct contact can.

HOW TO USE THIS DOCUMENT

Two questions might arise in using this document: (1) how is the information for each institution organized and (2) what are the differing emphases of each institution?

Each chapter is organized according to the format outlined below.

1. Graduate degree programs
   a. Degrees offered
   b. Purpose of degree programs
   c. Skills acquired by graduates
   d. Entrance Requirements
   e. Courses of study
   f. Population of graduate students in international programs
   g. Selected theses and dissertations
   h. Current occupation of recent graduates
2. Faculty and staff experienced in developing countries
3. University procedures and services for foreign students
4. Non-degree programs
5. Related programs

6. Interdepartmental cooperation

7. Summary comments

For the reader interested in the differing emphases of each program, we present Table one. This matrix indicates the training strengths of each of the institutions that was visited. The training categories in the table were generated from earlier research[2] that preceded this inventory of training sites. This synoptic display of the institutions is not meant to de-emphasize the unique character of each institution; the table is meant, rather, to help the reader locate training programs in each area of interest. The history of the institution, its charter, the experience of its staff, the composition of the student body--these characteristics stand out when an institution is examined in detail. The reports on each should be read to appreciate these variations.

The listing at the bottom of the table--rural development, instructional technology, and so forth--indicates communication-related programs offered by each institution. If a certain program is not listed, this means that the communication department that was visited does not now have such

---

[2]Jeanne Moulton and Peter Spain, "Training Needs in Communications for Development." Stanford: Institute for Communication Research, November 1977.

an emphasis; nevertheless, the institution as a whole may have the program. The table is meant to convey emphases and strengths of the given department, not of the entire institution. A motivated student may create a new program for himself, of course, where the institution offers courses not generally emphasized in the departmental program.

TABLE 1

Matrix of Training Sites According to Programs (listed below the table)

	a	b	c	d	e	f	g	h	i	j
Chicago			x	x	x		x			
Cornell	x		x	x			x	x	x	
East-West Center		x					x			
Florida State		x	x		x	x	x			x
Hawaii			x	x					x	
Indiana		x	x	x	x	x				x
Massachusetts				x		x		x	x	
Michigan State	x	x	x		x	x		x		
Pittsburgh			x	x		x				x
San Francisco State		x		x					x	
Southern California		x	x	x	x	x				x
Stanford	x		x	x	x	x				
Syracuse		x	x	x	x					x
Texas			x	x						
Wisconsin	x		x	x	x			x	x	x

a = Rural development
b = Instructional technology
c = Communication theory
d = Media skills
e = Research skills
f = International education
g = Population education
h = Agriculture
i = Public health and nutrition
j = Policy planning and management

CORNELL UNIVERSITY, DEPARTMENT OF COMMUNICATION ARTS

GRADUATE DEGREE PROGRAMS

Degrees Offered

The Department offers an M.P.S. (Master of Professional Studies) in Communication Arts. The professional degree differs from a traditional Masters degree (M.A. or M.S.) in emphasizing students' experience in addition to academic record in its entrance requirements and course of study.

Purpose of Degree Program

The program is designed to teach the strategic application of communication knowledge and technology. Students analyze problems in communications and develop related plans of action.

Skills Acquired by Graduates

Students who complete the program should be able to study a communications problem in terms of who communicates what to whom, for what goal and under what circumstances. For any communications policy, they should be able to devise a strategy based on their knowledge of available technology and its appropriate applications. Neither technical competence in media operation nor specialization in any single area of communication study are offered. However, students learn to integrate their communication arts knowledge with skills in other professional areas such as nutrition,

health, agriculture, etc. Although only one research course is offered now in the department, this aspect is expected to grow.

Entrance Requirements

Persons applying to the program should be able to relate their education needs at Cornell to "applied" problems in their own countries. This part of the applicant's credentials is weighed heavily in the admissions procedure. The Admissions Committee also takes into consideration experience and job responsibilities related to communication. Insofar as possible, applicants should submit Graduate Record Examinations (GRE) scores. (See also University Procedures, below.)

Course of Study

Students enter with a B.A. or its equivalent and spend 12 to 24 months in coursework, including a special project. On an average, a student spends 18 months in the program. Graduate study is tailored to meet each student's background, needs and interests. This is achieved by having the student select a committee of two or three, representing his/her areas of study.

At least 18 hours of Communication Arts courses are required, including the following of three semester hours each:

1. Studies in Communication (key concepts and areas of investigation)

2. Methods of Communication Research

3. Advanced Communication Seminar (problem-solving strategies).

Each student must also take six semester hours outside the department, pass an examination by his/her committee, and complete a special project. The project may be a creative activity such as writing and producing a series of broadcast programs, researching and preparing articles of professional quality, or designing a communication system for agricultural marketing or public health in a developing nation; or it may be a communication research-oriented project.

Other graduate courses in the department include:

1. Frontiers of Communication (creative applications of new techniques)

2. Intercultural Communication

3. Interpersonal Communication

4. Communication in Organizations

5. Communication in the Developing Nations

6. Comparative Mass Media

7. Special Problems in Communication

8. Communication Teaching Laboratory

9. Advanced Communication Projects

Population of Graduate Students

Each year, one-quarter to one-third of the students in the program are foreign. In addition, foreign students from other departments take development-oriented communication courses in the Department.

Selected Special Projects of Students Graduating between 1971 and 1977

1. Eleanor Glaessel, A Study of the Clinic System as a Comunication Channel in the Dominican Republic.

2. Davendra Nath Issar, A Communication Strategy and Operational Plan for Popularizing the Small Family Norm Among Low-Income People of the City South Zone of New Delhi, India.

3. Maria Susana Fernandez de Colle, Development of a System for Communicating Nutrition and Health Information to Women in Rural Guatemala.

4. Rosario Victoria Holcombe Cervantes, Developing a Rationale and Plan for Education for Breast Feeding in the Philippines Through Use of "Comic"-Type Materials.

5. Ronny Adhikarya, Communication Strategies in Family Planning Programs in Rural Java, with an Emphasis on the Use of Traditional Communication Networks.

6. Sulaiman M. Yassin, A Strategy for Using Audio-Cassette Technology for Rural Development in a Malaysian Mukim.

Current Occupations of Some Recent M.P.S. Graduates

1. Assistant Editor, Ministry of Health, India

2. Editor of Agriculture Magazine in Bogata, Colombia.

3. Education Officer, Educational Broadcasting, Jamaica

4. Lecturer, School of Journalism, University of Ghana

5. Communication Specialist, Extension Service, Nepal

6. Public Information Officer, Bangaladesh Academy of Rural Development

7. Director of Communication Services (Roman Catholic) Bishops Conference, Papua, New Guinea

FACULTY AND STAFF EXPERIENCED IN DEVELOPING COUNTRIES

The College of Agriculture and Life Sciences at Cornell has a long and solid history of international work. Faculty experienced in developing countries in the Department of Communication Arts are:

1. R.D. Colle

   Field Research: Guatemala

   Consulting: Mexico, Dominican Republic, Indonesia, Guatemala, Malaysia

   Lecturing: India

2. N.E. Awa

   Field Research: Nigeria

3. R.H. Crawford

   Field Work: Indonesia, Malaysia

   Consulting: Asia,

4. William Ward

   Consulting: India, Latin America, Indonesia

   Lecturing: Nigeria

Faculty with extensive experience in developing countries are also working in other departments. In particular, more than 30 faculty members in the College of Agriculture and Life Sciences (to which the Department of Communication Arts belongs) have worked overseas. Also, overseas experience is part of the curriculum vitae of faculty in almost all university departments.

The following are examples of departments with faculty some with overseas experience outside of agriculture and nutrition.[3]

1. Anthropology (6)
2. Asian Studies (7)
3. Business and Public Administration (3)
4. City and Regional Planning (1)
5. Development Sociology (7)
6. Economics (5)
7. Education (4)
8. Government (3)
9. Latin American Studies (10)
10. Nutrition (13)
11. Sociology (1)

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Cornell University comprises fourteen colleges and schools, of which four are state supported and ten privately

---

[3]One individual may be counted in more than one field.

endowed. The Graduate School, however, is the central agency for processing applications. Admissions procedures are relatively easy, especially since Cornell is committed as an institution to international work. Requests for information and applications for all fields of study should be sent to the Graduate School, Sage Graduate Center, Cornell University, Ithaca, N.Y. 14853.

In general, in addition to proper academic credentials, an applicant must hold a proper visa, show evidence of financial support and facility in English (TOEFL' minimum score = 550).

Approximately 820 foreign students are enrolled in the Graduate School. The International Student Office works closely with academic advisors and persons involved in a variety of student and community programs. In short, foreign students are well cared for at Cornell.

NON-DEGREE PROGRAMS

Although very few short courses have been offered recently in the Communication Arts program, the faculty would be interested in offering more, especially during the summer, when other activities would not interfere. Ten to fifteen years ago, short courses were offered to groups from

---

'Test of English as a Foreign Language

developing countries. In 1977, a group of four Bangladesh Agency for Rural Development employees were sponsored by the Ford Foundation. One of these was in the Department of Communication Arts.

In the summer of 1978, a two-week seminar for public service and local government workers was planned. Such a seminar could also be tailored to developing-country personnel.

The interdepartmental collaboration at Cornell allows a cooperative program among communications and other sectoral professionals. Such a program in communication and nutrition has already been designed and could be offered as either short-term or for degree.

Faculty from other departments are also experienced in teaching in developing-country settings.

RELATED PROGRAMS

The University has a number of programs directly related to the needs and efforts of developing areas. These include:

1. The International Agriculture Program provides opportunities for graduate-level study and research on agricultural and rural development in developing nations. Individuals with experience or those

employed in developing countries who desire a broad nondiscipline-oriented graduate program may apply for an M.P.S. in this field. Students may take International Agriculture and Rural Development as a major or minor in their graduate programs.

2. The International and Comparative Labor Relations program permits a major and minor specialization. The basic courses cover the industrialized as well as less-developed countries.

3. The International Nutrition Program provides graduate-level training for those concerned about nutrition problems in low-income countries. International nutrition is one of the four concentrations available for an M.P.S. in International Development. The program caters both to foreign students who will be undertaking nutrition work in their own countries and to American students who are interested in careers in international nutrition. The Cornell approach to nutrition problems addresses these issues in a program that includes broad training, research in several different parts of the world, and service to international agencies and to Third World countries.

4. The International Population Program stresses the relation of social and cultural factors affecting fertility, mortality, migration, and urbanization in various parts of the world. Teaching in the program also includes demographic techniques and theory, family planning, ecology, population policy, and health and medicine. This is another available concentration in the M.P.S of the International Development program.

5. Resources in Latin American studies include formal coursework, ample library facilities, and widely based research networks developed by the faculty. There is diversity, for some aspect of virtually every Latin American country has been examined by at least one member of the program. Research tends to be problem-oriented, with relevant data applied from various fields.

6. The Program on Participation and Labor-Managed Systems was established to conduct theoretical and empirical research in the theory, practice, and implementation of self-management and to sponsor course offerings, workshops, and conferences. Two or three courses are offered each year in this area in the Department of Economics.

7. The Program on Policies for Science and Technology in Developing Nations sponsors multidisciplinary teaching and research related to the use of science and technology by developing countries in pursuit of their developmental goals. Emphasis is placed on how these countries can build indigenous capabilities to make informed choices among existing technologies, to adapt them to domestic conditions, and to foster innovation in order to become less dependent on external sources of technology. Research themes include agricultural production (particularly food processing), industrial production, regional development planning, engineering, educational planning and programs for national development; and management of natural resources. Issues that cut across these themes include rational development objectives, characteristics of alternative technologies, sources of technology supply, nature of technology demand, linkages between supply and demand, and the institutional infrastructure for designing and implementing national science and technology policy.

8. Although there is no formal major or minor in rural development, students can participate by selecting for their Special Committee faculty members interested in rural development. The Rural

Development Committee brings together Cornell's strengths in this interdisciplinary area by supporting a program of research, publication, guest speakers, and scholars in residence. For example, the RDC has organized an interdisciplinary project on Participation in Rural Development which includes campus and foreign activities planned for Asia, Africa, and Latin America.

9. South Asia Program

10. Southeast Asia Program

INTERDEPARTMENTAL COOPERATION

The University is characterized by interdepartmental cooperation in international development-oriented programs. The Center for International Studies supports and coordinates the unversity's programs of international and comparative studies. The Center places particular emphasis on strengthening inquiry into issues that cut across area and professional concerns. Through its constituent programs it promotes interdisciplinary teaching and research to supplement work done within regular departments and fields.

For example, in Spring 1978 two of the interdisciplinary courses offered are (1) Women in Development and (2) Rural Development Participation. The latter is directly related

to an AID-sponsored set of studies, and both provide opportunities for students and faculty from rural sociology, development sociology, anthropology, human ecology, communication arts and other departments to work collaboratively on development problems.

Because Communication Arts degree requirements encourage students to find academic support and courses in other areas such as nutrition, agriculture, etc.; because University procedures facilitate interdepartmental courses; and because the Center for International Studies coordinates such efforts, graduate students have easy access to sound cross-disciplinary programs.

SUMMARY

The Department of Communication Arts is a vital part of the College of Agriculture and Life Sciences and its long and strong involvement in international work. Consequently, the program is integrally related to a diversity of rural development activities.

The Department is structured to allow students to combine studies in communication with those in rural development courses. Also, they are forced to individualize their programs by completing a special project that entails designing a communication strategy for a problem they have defined in their own area of interest. The resources are available

within the department as well as across campus to help them in this endeavor. Conversely, students majoring in "sectoral" programs such as agriculture can profit from courses in Communication Arts.

In sum, the Cornell program in Communication Arts seems ideally suited to developing-country professionals who have formulated specific problems or projects in their work, for which a thorough understanding of communications strategy applications would be useful.

THE EAST-WEST COMMUNICATION INSTITUTE OF THE EAST-WEST CENTER, HONOLULU, HAWAII

INTRODUCTION

The East-West Center, established in Hawaii by the United States Congress in 1960, is a national educational institution with multi-national programs. Its basic purpose is to promote better relations and understanding among the nations and peoples of Asia, the Pacific area, and the United States through their cooperative participation in the design, conduct, and evaluation of the Center's research, study, and training activities. The Center is divided into five institutes: the Culture Learning Institute, the Environment and Policy Institute, the Resource Systems Institute, the Population Institute, and the Communication Institute.

THE EAST-WEST COMMUNICATION INSTITUTE

The East-West Communication Institute (EWCI) is primarily a research group, a problem-oriented community of scholars working in four designated project areas. These areas are: Social Effects of Communication, Process and Context of Communication, Communication Policy and Planning, and Flow of News. In 1978, this last project will end and a new project will begin which will focus on Transnational Knowledge Utilization.

Within each project area the Institute staff, which is made up of communication and other social science profes-

sionals, conducts research and develops educational material, offers workshops in professional development, arranges seminars for the discussion of key questions, provides information and services, and publishes papers and books. The staff of the Institute numbers about thirty, though each year about three hundred persons join in its activities as participants in workshops and seminars.

Training

The Institute does not offer conventional courses of instruction or a degree program, but it does offer four types of student awards: graduate degree student scholarships joint doctoral research internships research and professional development internships and professional associate grants.

Graduate degree student scholarships are awarded every year for work in the Institute concurrent with Master's and doctoral degree studies at the University of Hawaii in disciplines related to communication. They provide an opportunity for qualified students to combine academic study at the University of Hawaii with work in Institute-conducted research programs and conferences in various communication fields, and with intercultural living opportunities. As in all East-West Center programs, there are two participants from Asia and the Pacific for every participant from the United States.

In the EWCI, students are selected because of their interest in one of the Institute's projects; their studies and research at the University are required to tie in directly with an Institute project. Students are assigned an Institute advisor from among the research associates who constitute the project team, and they are expected to become actively involved in the research work of the project. Some will be able to do field research in Asia, the Pacific, or the United States in connection with the project.

Scholarships are awarded on the basis of academic background, professional achievement, and prospective contribution to Institute projects and goals. The projects mentioned earlier represent the Institute's focus for the present and near future; persons interested in applying for scholarships should have interests related to one of these projects. As part of the award selection process, an applicant must also be accepted by the University of Hawaii Graduate School and the department in which the degree study will be undertaken (cf. the section of this report on the University of Hawaii for details).

Master's degree scholarships are awarded for 17 months but may be extended in special cases to 24 months. Doctoral candidates' scholarships are for 36 months, extendable to 48 months.

The awards include economy airfare to and from Honolulu, University tuition, book fees, health insurance, dormitory housing, field expenses where applicable, and a monthly stipend for food and incidentals.

Joint doctoral research internships are awarded each year to a very few students enrolled at Asian, Pacific, or mainland U.S. universities who have completed all required coursework for the doctoral degree in a communication field, and whose dissertation proposals have been approved by their home institutions.

The joint doctoral research internship award provides students with an opportunity to undertake their dissertations at Honolulu, or at a university in Asia, the Pacific, or on the U.S. mainland. Such awards typically are offered for a two-year period (of which one year must be spent in Honolulu) and include economy airfare to and from Honolulu, health insurance, dormitory housing, and a subsistence stipend for food and incidentals. If the intern undertakes field research approved by the Institute, travel and subsistence expenses for such projects are also covered by the award.

Research and Professional Development Internships are awarded to mid-career professionals for one to twelve-month intensive learning experiences as part of Institute project teams. Interns study in a tutorial relationship with fac-

ulty and generally produce a research or training product. In Fiscal Year 1977 six interns of this type from developing countries studied training design, instructional technology and rural communication at the Institute. Some ten others took part in various research projects, often completing curricular material for use in home universities. Terms of this award are similar to the Joint Ph.D. Intern, but with a higher stipend.

Professional Associate Grants are made to individuals participating in group training courses. Terms are identical to those of Research Interns.

Other Training, Past and Future

These programs represent the principal training opportunities available at the EWCI at this time. The Institute has just completed a six-year contractual relationship with USAID that involved numerous training seminars in the area of population/family planning communication. From 1973 to 1975, the Institute developed a series of professional training modules (self-paced learning materials); using these modules, the Institute provided training in family planning information education and communication to 100 mid-career Asian and American professionals. These were non-degree programs, eight to twelve weeks long, with about 30 to 40 participants.

By 1977, modular materials in adapted/translated form in seven languages and eight countries had been used for training at least an additional 1,000 trainers and field staff and some 500 college students. The modules have been adapted to sectors other than the population sector; a cooperative network of agencies within Asia and the Pacific has emerged that adapts, uses, and evaluates these modules, and develops new materials. Individuals in the network have begun to evolve a modified and improved version of the "modular" approach to professional training in Asia and the U.S., and inquiries to the EWCI from Latin America suggest possibilities for wider scope.

These training modules grew out of the recognition that traditional training, by lecturing in the classroom, was not adequate for a diverse group of participants. Typically these participants differed widely in their command of English; those with less ability in English could read it better than listen to it in a classroom. Their education and experiences differed as well. It was for these reasons that the EWCI developed the programmed-learning modules, to overcome the diversity with a self-paced learner-controlled modular approach.

This history of training illustrates the EWCI capacity to offer training. While a training program is not going on now, the Institute is exploring possible new programs.

Future Possibilities

There are two directions in which the Institute wishes to move in terms of training. Beginning in the summer of 1979, it would like to offer a faculty development institute. This would be an annual program, staffed by prominent faculty members from U.S. and Asian universities. The "students" would be young faculty from the U.S. and Asia, who would be able to learn directly from the most experienced scholars in the field of communications and development. This training would rest on the same instructional approach on which the modules were built. The heart of this approach has been an attempt to wed systematic approaches to instructional design (with their attendant "idea technology" of task analysis, behavioral objectives, application of behaviorist learning principles, communication technique, and emphasis on formative evaluation) with process-oriented group dynamics techniques for interaction in the learning process.

The second direction comes from the desire of the Institute to augment its staff with a senior specialist in instructional technology. This would enable the Institute to offer short courses in instructional design for professional trainers in any field. Courses would be a minimum of four to six weeks, with twelve participants being the ideal for each course.

SUMMARY

The East-West Center Communication Institute provides training opportunities now by offering fellowships for graduate study at the University of Hawaii. At this time, the Institute does not offer direct training programs. In the very recent past, it did so, and it hopes to resume direct training along another tack in the near future. AID could cooperate with the Institute by funding additional fellowships, or by directly contracting with the Institute. There are certain constraints that the East-West Center imposes in working with outside funding agencies that are not common to universities. The East-West Center necessarily maintains control over decisions in all of its programs. Its mandate calls for multi-lateral involvement in all programs, so it does not take on bilateral agreements or respond to funding agencies' priorities for working in individual countries, nor does the Center do bilateral training in the field.

The project focus of the Institute offers a practical application of academic skills for students who are participating in its fellowship programs. For example, the project on the social effects of communication is studying the introduction of television in some Indonesian villages, and involves a full-scale field effort using rigorous social-science methods.

What is needed at the Institute, in terms of strengthening the training of its degree student fellowship recipients who major in communication, is greater cooperation with the academic departments at the University of Hawaii. At this time, there is very little interaction. A promising sign is the course offered in Fall 1978 in the Department of Educational Communications and Technology that will be taught by the Director of the Institute.

The Institute has worked closely with AID in the past, and is willing to talk about future collaboration where it could benefit both AID and the Institute. The Institute's concentration of expertise in matters of Asian and Pacific communications makes it a center of unusual resources. At this time, Institute projects are in research phases. They will be moving towards a training focus in FY 1979 and FY 1980. Though emphasis between research and training tends to shift as projects go through research and development phases, both elements are always present in the Institute's program.

FLORIDA STATE UNIVERSITY

GRADUATE DEGREE PROGRAMS

Degrees Offered

The Department of Mass Communication offers graduate curricula leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees through the College of Communication.

The College of Education offers graduate curricula leading to Master's and Ph.D. degrees in many areas. The areas that relate to developing countries are the Program in International Comparative Development Education, Population Education (a specialty within International Comparative Development Education), and Instructional Design and Development. While many areas in the College of Education could relate to developing countries, we will deal here only with those that do so explicitly.

Florida State University has a broad program in education as well as in communication. Our view of the University will be limited to those programs that are related to developing countries and problems of underdevelopment.

Purpose of the Degree Programs and Skills Acquired by Graduates

The primary purpose of comparative developmental studies is to prepare administrators, researchers, curriculum leaders, and University faculty for providing leadership in

strengthening education's contribution to national development. Upon completion of this program, a graduate will be prepared to be an activist, an educator-researcher, who can: (1) conduct issue-oriented research or fieldwork concerning the role of education in the development process, (2) critically evaluate research and practice related to education and development, and (3) use research findings and field experiences to design education programs that will contribute to a nation's development. Students are expected to participate in courses and seminars which treat economic, social, and political dimensions of education and national development. Faculty in this program have substantial international and intercultural experience in the U.S. and abroad. Students come from each of the major regions of the world (65% foreign, 35% U.S.).

Education Media and Development is another specialty in the International Comparative Development Education Program. This is a joint program which enables students interested in the role of educational media in the development process to take courses in mass communications along with their Development Education courses. Students in this area develop skills in communications research and theory which prepares them to do research and evaluation in the area of educational media and development.

The Instructional Systems program in Instructional Design and Development focuses on acquisition of knowledge of instructional design and useful skills in instructional development, media selection, and evaluation of instructional materials at the Master's level. At the doctoral level, there is emphasis on instructional delivery systems, competency-based education, program management and student assessment procedures, research competence in instructional systems design and the utilization of skills in these areas. While the IDD sequence does not have an explicit development orientation, many students in the program have come from and returned to developing countries, and the education faculty have applied IDD principles in developing countries such as Korea, Colombia, Iran, Venezuela, Peru, Zaire, and Ethiopia.

The main purpose of population education is to help individuals make rational decisions about population matters as members of their families and their local communities, as well as the national and world communities, utilizing appropriate information sources and inquiry skills. A student enrolled in this specialty should be able to achieve several objectives, including:

1. Becoming familiar with the important literature on population education drawing from such fields as demography, education, ecology, biology, family planning, health and nutrition, and other related fields

2. Being able to discuss and analyze critically important issues in the field

3. Being able to apply the concepts and methods of population education literature to the development of meaningful institutional settings and instructional programs

4. Being able to plan for the design of appropriate multimedia materials on population and for field-testing them with individuals in or out of school

5. Being able to interpret and criticize current research and development studies in the field

6. Being able to administer and plan the implementation and evaluation of national programs in the field

7. Being able to design and conduct a research study exploring a variety of theoretical constructs and utilizing the most recent statistical techniques, data-gathering procedures, and computer programs

8. Developing a predisposition to be an intelligent observer of, and an informed participant in dealing with population matters.

The communication program is intended to prepare the student in basic skills in communication theory and research,

and includes a course in mass media and national development.

Entrance Requirements for Foreign Students

For admission to graduate study a foreign national must (1) have a baccalaureate degree from an approved college or university, (2) be in good standing in the institution of higher learning last attended, (3) present evidence of a grade point average of at least 3.0 in the last two years of study for the baccalaureate degree or of a minimum score of 1,000 on the verbal and quantitative portions of the aptitude test of the Graduate Record Examinations, and (4) be approved by the department or school in which the student proposes to concentrate. A foreign national is expected to have a score of 500 or more on the Test of English as a Foreign Language (TOEFL) examination.

A foreign national desiring admission should correspond with the International Admissions Officer, Graduate Admissions Office, who will furnish the necessary application blanks and other information. Application for financial aid in the form of a graduate assistantship should be directed to the chairperson of the department in which the student desires to concentrate.

Because of the detailed information required of a foreign national applicant and the special processing necessary, ap-

plication for admission should be completed at least three months prior to the desired entering date.

Courses of Study

The core courses in International Comparative Development Education are:

1. Introduction to the Economics of Education and National Development
2. Policy Development and Planning in Education
3. Socio-Cultural Bases of Education Program Development
4. Planned Education Change
5. The Design of National Curriculum in Developing Countries
6. Political Socialization of Children, Youth, and Adults
7. Education and Political Development in Developing Countries
8. The Sociology of Education and National Development

In the Population Education specialty, these courses are central:

1. Population and Society

2. Population Education, Formal and Non-formal

3. Design of Multimedia Materials in Population Education

4. Research and Evaluation of Population Education Programs

5. Case Studies in Population and Education: A Regional Approach

6. Supervised Research--Field Work

The Instructional Design and Development core can be put together from a wide array of course offerings, including among others:

1. Instructional Systems

2. Introduction to Instructional Media

3. Design of Modular Instruction

4. Contemporary Theories of Learning and Their Implications for Instructional Design and Delivery

5. Instructional Needs and Goals

6. Instructional Delivery Systems

7. Instructional Design

8. Development of Multi-Media Instruction

9. Development of Radio and Television Instruction

In the Mass Communication program, graduate courses to note include:

1. Communication and National Development

2. Communication of Innovations

3. Comparative Systems of Mass Communication

4. Communication Research Technologies

5. Seminar in Communication Theory

Population of Graduate Students in International Programs

The program most geared to international students is Comparative Development Education. It lists 28 graduate students, of whom half are from developing countries. In Mass Communication, about ten of the 35 graduate students are interested in international communication, with six being from developing countries.

Throughout the College of Education, there are many foreign students and many international applications of the academic program. In the Center for Educational Technology, one of the research centers of the College of Education, there is a long history of training for students from devel-

oping countries. In three recent years, CET trained 162 developing-country students from 27 countries, in both long- and short-term programs.

Selected Theses and Dissertations

The following list of dissertation titles gives examples of student research in the International Comparative Development Education Program:

1. Annop Pongwat (Thailand)--Verification of Paulo Freire's Concept of Conscientizcao: Its Significance and Implications for Education and Social Change.

2. Milton Adams (U.S.)--National Integration and Educational Media: An MDS Study of Media Forum Impact in a Rural Ivory Coast Community.

3. Mendo Chirume (Zaire)--Education and National Development: An Alternative Educational Strategy for Agricultural Education Programs in Zaire.

4. Yvonne Sheline (U.S.)--Education and National Development: The Effects of School Type and Other Factors on Achievement in Zaire.

5. Mwenene Mukweso (Zaire)--Educational and National Development: A Case Study of the Occupational Attainment Process in Zaire.

6. John Spiridakis (U.S.)--The Effect of Culture Units Drawn from the Popular Arts on the Attitudes of Greek-American Junior-High-School Students Toward Their Culture.

7. Gita Wijesingha (Sri Lanka)-- The Treatment of Population Concepts in Social Studies and Biology Secondary-School Textbooks in Florida: A Content Analysis and Survey of Teachers.

Current Occupation of Recent Graduates

The Comparative Development Education Program has maintained contact with its graduates. What follows is a list of the current occupations of its doctoral, specialist, and Master's graduates in the last three years:

1. Aghazadeh, Ahmad (Iran)--Director of E.A. Revolution Corps, University of Iran

2. Cunningham, Donald (U.S.)--Teacher, International School, Japan

3. Halpern, Robert (U.S.)--Research Associate and Consultant Hi/Scope Educational Research, Michigan

4. Halta, Salim (Jordan)--Associate Professor, Vocational and Adult Education, Auburn University

5. Harrington, Tracy (U.S.)--Educational Advisor, Ministry of Education, Adult Education Division, Zambia.

6. Lee, Chang-Chien (Taiwan)--Librarian, Florida A&M, Tallahassee

7. Moorehead, Charles (U.S.)--Staff Archaelogist, University of Alabama

8. Wijedasa, Ranmutu (Sri Lanka)--Ministry of Education, Sri Lanka

9. Zarour, Tawfig (Jordan)--Asstistant Director, University Library, University of Jordan

In addition to these graduates, ten recent M.A.s are now in doctoral studies at Florida State and other universities.

FACULTY AND STAFF EXPERIENCED IN DEVELOPING COUNTRIES

Several professors in the College of Education have worked with governments of developing countries. Florida State's most comprehensive education reform effort has been in South Korea, where its Center for Educational Technology was responsible for the design, development, and implementation of the Korean Educational Development Institute (KEDI). Robert Morgan and John McLanahan were central to this work.

In Colombia, Morgan has been directing an evaluation of the Accion Cultural Popular rural education program, under a grant from AID. A member of the staff, Liliana Muhlman, resides in Bogota; she is a native of Argentina.

Faculty with long-term residence in developing countries and with language ability are John Mayo (Colombia, El Salvador, Mexico) and Gary Heald (Colombia) in the Mass Communication Department, and Sydney Grant (Peru, Mexico) and George Papagiannis (Thailand) in Education. Mayo worked in educational communications with the Peace Corps in Colombia, and with Stanford University in Mexico and El Salvador. He was team leader in the Nepal Educational Radio Feasibility Study in 1974-1975, and a member of the U.S. mission to evaluate India's Satellite Instructional Television Experiment in 1976. Grant worked in Peru for four years before coming to Florida State in 1969; he has been a regular consultant for the Peruvian and Colombian Ministries of Education. Papagiannis has been an evaluator within the the Thai Ministry of Education, dealing with the non-formal education of adults; and, as deputy director of the Center for Cross-Cultural Training and Research in Hawaii, was responsible for training Peace Corps volunteers for Southeast Asia and Oceania. He was also a regional director for the Peace Corps in northern Thailand. He is presently coodinator of the International Comparative Education Program.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

The International Student Advisor arranges for the reception and orientation of newly arrived international students; provides personal, social, and financial counseling to help meet the needs of international students; assists with housing and co-curricular activities; and provides a liaison with the International Student House which is a social and cultural facility run by the International Student Association. The International Student Advisor works closely with members of the faculty and the local community to provide an environment of mutual benefit and intercultural awareness.

The International Student Office maintains liaison with governmental and private agencies concerned with the international exchange program and is responsible for The Florida State University's Exchange Visitor Program which brings foreign faculty, research associates, and students to the University.

Information about the International Student Program at the University may be obtained from the International Student Advisor, 316 Bryan Hall. All international students seeking admission should apply to the International Admissions Office, Dodd Hall, The Florida State University, Tallahassee, Florida 32306.

NON-DEGREE PROGRAMS

Florida State has many precedents for short-term training. The Center for Educational Technology has designed and conducted specialized workshops and non-credit courses for foreign nationals. For example, CET conducted a seminar for ten Panamanian educators on programmed instruction, a series of workshops for eight Korean educators dealing with applied skills in educational technology, and a training program in educational technology for 34 Peruvians. This last program was given in Peru.

CET continues to welcome short-course opportunities of this nature. There is also a keen interest for such involvement in the Department of Mass Communication and the Comparative Development Education Program and the Instructional Design and Development Program within the College of Education.

Non-degree programs are also available through the International Comparative Development Education Program in the areas of educational planning, nonformal education, population education and research/evaluation.

RELATED PROGRAMS

The linkages that exist between Communications and Education at Florida State are noted in the next section on interdepartmental cooperation, and in the Summary section below.

INTERDEPARTMENTAL COOPERATION

The College of Education offers a broad curriculum; the elements of the College that pertain to development and to media have been noted. Among the various areas of study, there is regular contact of faculty and cross-enrollment of students.

John Mayo occupies a linking position between Education and Communication. Dr. Mayo is an associate professor in the Center for Educational Technology, with a joint teaching appointment in the Department of Mass Communication. This represents the first institutionalized link between the College of Education and the Department of Mass Communication. His international interest, joined with that of Morgan, Grant, Papagiannis and others in Education, creates a unity among strands such as communication theory, instructional design, and international development.

SUMMARY

Florida State University is noteworthy for its strength in education, particularly in the area of Instructional Design. Its view of educational technology combines knowledge and techniques from management science, communications technology, and the behavioral sciences. It has a solid record in training students in these disciplines, including a large number of students from developing countries and Americans who wish to work in developing countries. This training has

been through its formal graduate-degree programs as well as through short courses, both at Florida State and in developing countries themselves. The College of Education's competence in instructional design enables it to tailor programs to fit the needs of particular groups; this is most suitable when the course is a short, non-degree program.

In recent years, the College has worked overseas in steadily more substantive roles, and at the same time has begun to build up its curriculum to deal with questions of development and the role of education in development. The International Comparative Development Education Program and the Population Program both started to deal on a formal academic basis with questions that inevitably arise from work in developing countries. This program, by stressing the need to draw upon social science knowledge and methods to clarify education and development issues, aims to strengthen education's role in the development process. This build-up has brought in some faculty with long-term development experience, who know the challenges of development first-hand and who speak other languages. This development is most interesting for the placement of future students. The recognition of the distinct situation of developing countries, of the fact that American educational technology must be adapted to those distinct situations, and of the need to combine development experience with professional skills within the faculty--these factors make the Florida State program particularly strong.

Many programs at the College of Education, however, seem to lack this attitude. There is a "can-do" atmosphere that needs to be tempered by substantial exposure to Third World settings. The number of faculty who have had that exposure is increasing, and may be influential in balancing the more technocratic approach. Florida State's considerable skills can be applied well to development situations--if this influence is added to them.

There is great interest in working with Third World students, both in formal and non-formal academic programs. Links are being created between the College of Education and the Department of Mass Communication that now join communication theory with instructional design, and with the addition of development-experienced faculty a foreign student can readily find applications for what he learns. The Communication faculty is quite alert to development and interested in learning more about how their skills apply to developing-country needs. There are many young professors, both in Education and Communication, who collaborate well and who will be a part of Florida State's program; as they coalesce around issues of international education and communication for development, they are beginning to offer the development orientation that genuinely complements their strengths in communication theory and instructional design.

INDIANA UNIVERSITY, DIVISION OF INSTRUCTIONAL SYSTEMS TECHNOLOGY AND DEPARTMENT OF TELECOMMUNICATIONS

GRADUATE DEGREE PROGRAM

Degrees Offered

The Division of Instructional Systems Technology, with a twenty-one member faculty, offers work leading to Bachelor's, Master's, Specialist and Doctoral degrees with emphases in Instructional Development, Message Design and Production, Diffusion, Adoption of Innovations, and Administration and Utilization.

The Telecommunications Department, with fourteen faculty members, offers undergraduate and graduate programs leading to the A.B., M.S. and M.A. degrees. Courses offered cover the legal, ethical, economic, social, program production and managerial aspects of broadcasting, cable television, and film. The Department along with the School of Journalism offers the Ph.D. in Mass Communications.

PURPOSE OF PROGRAMS

Division of Instructional System Technology (IST)

This division of the School of Education offers a Master's degree (M.S.) a specialist degree (Ed.S.) and doctoral degrees (Ed.D., Ph.D). The programs run one, two and three years respectively, each with a heavier emphasis on a specialization.

The Master's degree program is a one-year graduate program designed to provide basic understanding and competencies in the production and utilization of instructional materials in a wide variety of educational settings.

The Specialist Degree program is a two-year graduate program designed to develop competencies in specialized areas within instructional tehnology such as instructional development, product evaluation and curricular integration, management of learning resources programs, diffusion and adoption of innovations, and message design and production.

The doctoral degree program requires additional coursework in research skills and a dissertation in addition to the above programs.

Department of Telecommunications

Three advanced degrees are offered in this department: the M.S., the M.A. and the Ph.D.

The program leading to the M.S. is designed for those who wish to qualify for eventual employment in broadcast management, programming, production, or broadcast news, or who seek employment in related fields such as advertising or in government agencies dealing with mass communications.

The M.A. program is for students seeking intermediate level research or administrative positions in the telecommu-

nications field, or teaching positions in small colleges, or who intend to continue into the Ph.D. program.

The telecommunications emphasis in the Ph.D. program offers preparation one for University-level teaching and for research in mass communications, or for a career which demands advanced scholarship within professional media organizations, or for a career in government which relates to the mass media.

GRADUATE CAREER POSSIBILITIES

Division of Instructional Systems Technology

Master's degree graduates in IST take a variety of positions depending on their previous academic background and work experience. Those with teaching credentials and experience often combine teaching and media responsibilities in elementary or secondary schools. Some serve as coordinators of instructional materials programs within public school systems. Many take positions producing audiovisual materials in such varied organizations as schools, banks, military and government services, or industry.

Specialist degree graduates in IST take positions in a variety of places. Most are in supervisory positions relating to their emphasis areas in public schools, junior or community colleges, or universities. Others take positions in business, industry, health professions, or in military or government services.

Doctoral degree graduates in IST accept positions as faculty members, program directors, instructional developers and educational specialists with elementary, secondary and post-secondary educational institutions, government and military agencies, and business and industrial firms.

Department of Telecommunications

Graduates work in broadcast stations and networks and in media-related positions. In broadcasting they hold positions of varying responsibility in news, production, management, sales, advertising and public relations, teaching and other related jobs.

COURSES OF STUDY: SKILLS ACQUIRED AND REQUIREMENTS

Division of Instructional Systems Technology

The Master's degree program is a one-year graduate program requiring completion of a minimum of 36 semester hours in graduate courses (without a thesis, or 30 semester hours with a thesis).

Courses are selected in terms of a candidate's educational career plans or curriculum emphasis area as suggested by the following representative career areas:

1. Teaching Area/IST Combination

2. Coordinator of Audio-Visual Materials

3. Instructional Materials Center Coordinator

4. Producer of Instructional Materials

5. Instructional Television Specialist

The Specialist degree program is a two-year graduate program of 65 semester hours with advanced courses carrying prerequisites in Instructional Systems Technology, as well as in supporting disciplines, that must be taken at the undergraduate and/or Master's levels. Specialist degree majors in instructional design and development, product evaluation and curricular integration, and systems design and management of learning resources programs usually should include a data processing course. Required courses are:

1. Instructional Systems Technology Courses with a concentration in one of the following emphasis areas:

   a) Instructional Television

   b) Instructional Development

   c) Administration and Utilization

   d) Message Design and Production

   e) Diffusion and Adoption of in Instructional Innovations in Instructional

2. Education Foundation Courses (at least one course in four of the six areas):

   a) Research

   b) History/Philosophy

   c) Psychology

   d) Curriculum

   e) Educational Measurement

   f) Statistics

3. Courses in Fields Closely Related to Instructional Systems Technology

   a) Nine semester hours either inside or outside the School of Education closely related to IST. The specific courses selected would depend on the primary emphasis area the student has selected within IST

4. Courses in Appropriate Fields Outside of School of Education

5. Nine semester hours in appropriate fields outside of the School of Education depending on the primary emphasis area within the IST program.

   a) Electives Approved by the Student's Committee

Doctoral Degree Programs

The doctoral program requires the completion of a minimum of 90 semester hours of graduate credit. It should be planned on a three-year basis.

Doctoral degree students generally select from doctoral curriculum emphasis areas, one curriculum emphasis area in which to concentrate and one or more supporting closely related emphasis areas. A student may, however, with the advice of his/her counselor or doctoral committee, develop his/her program of courses from two or more of the curriculum emphasis areas rather than from one. Such a decision should reflect the students' goals, past experiences, and job opportunities. Such individualizing or tailoring of a doctoral program does not contradict the curriculum emphasis area concept since the emphases represent clusters of courses related to developing competencies in some of the more frequently recurring professional placement areas and definitely are not required tracks.

Students for the doctoral degree also select two supporting minors, one of which must be outside education and represent a supporting discipline for the desired specialization in educational media. A minor in General Communications can be used as a minor toward the Ed.D. degree but not toward the Ph.D. degree.

Curriculum Emphasis Areas

There are four curriculum emphasis areas from which the candidate, in collaboration with his/her committee, selects one or a combination in an effort to develop the best possible specialist or doctoral program in terms of his/her individual experiences, professional goals, and the demands of future job opportunities.

1. instructional development

2. administration and utilization

3. message design and production

4. diffusion and adoption of innovations

Research and Theory Concentration

A research and theory concentration must be chosen by doctoral students in any of the curriculum emphasis areas and it can be integrated with any of these programs. It is designed to provide competencies in basic research methodology and theory. It focuses on research and theory in the behavioral sciences, advanced statistics, correlation and measurement techniques, and research design. In addition students will be expected to acquire some facility in computer utilization. They may also develop advanced skills in more applied research areas of curricular analysis or analysis. Students should have a substantial foundation in theoretical content which has developed in disciplines such as

psychology, sociology, and linguistics. In most cases they will have a minor in one of these areas, or in other appropriate areas. These, together with courses available in the student's curriculum emphasis area, are expected to prepare the graduate for the task of making theoretical and research contributions to education, particularly those aspects of education that are related to instructional systems technology.

Professional careers with heavy emphasis on instructional systems technology research are most likely to be found in large universities having doctoral programs in the IST field, government-supported research and development programs, industry, the military services, and schools of various kinds. In such positions, professionals would be responsible for designing and conducting either basic or applied research, contributing knowledge to the field through scholarly writing, and consulting and advising others regarding methodology and theory.

Department of Telecommunications

Master of Arts Degree

The A.M. program is designed for (1) continuation into the Ph.D. Program in Mass Communications; (2) students seeking intermediate level research or administrative positions

in telecommunications; or (3) students seeking teaching positions in small colleges. The required core courses are:

1. Research Methods in Telecommunications

2. Survey of Contemporary Telecommunications

3. Communication Theory and Effects

4. Thesis

The A.M. program must consist of at least 30 approved graduate credits of which 6 credits will normally be devoted to thesis work. At least 21 credits should be taken within the Telecommunications Department. Depending on the student's interest, a group of at least 3 courses outside the core, related to the area of the thesis, is taken.

Master of Science Degree

The M.S. program is designed to provide the opportunity for the student to qualify for eventual employment in (1) broadcast management, programming, production, or news in public or commercial telecommunications; (2) related fields such as advertising; or (3) government agencies dealing with mass communications.

In addition to the core courses, the M.S. program must consist of at least 36 graduate credits with at least 24 credits within the Telecommunications Department. A thesis

is not required. The student, with committee approval, must define at least one area of specialization consisting of at least three non-core courses. Typical areas of Telecommunications specialization include: (1) Policy and Law; (2) Management and Economics; (3) Effects and Theory; (4) Instruction and Education. Production is not offered as an area of specialization. Students must pass a comprehensive written and oral examination over the specialization area which is administered by the advisory committee.

The Department of Telecommunications, in cooperation with the School of Journalism, offers a doctoral program in mass communications. Students may work toward a Ph.D. in mass communications with emphasis in either telecommunications or journalism. Both emphases provide the student with considerable flexibility in reaching his/her personal and career goals. The student's program is developed in consultation with an advisory committee early in the program.

The Telecommunications emphasis prepares the students (1) for teaching and research in mass communications; (2) for careers which demand advanced scholarship within professional media organizations; or (3) for careers in government which relate to mass media.

Admission requirements are: (1) Master's degree from a recognized institution; (2) level of achievement on the Graduate Record Examination; (3) three letters of recommen-

dation; (4) completion of departmental "Background Information" form. If the baccalaureate only is held, the student is advised to complete A.M. requirements in Telecommunications as an integral part of the doctoral program. Superior students who have not majored in Communications at the Master's level may be admitted but may have to remove deficiencies.

Required courses are (1) the 9-credit set of core courses; (2) 12-credit methodology area; (3) minimum of 24 credits in each of two concentration areas; and (4) up to 21 credits in electives and dissertation for a total minimum of 90 credits.

Students may elect two concentration areas from the following: (1) The Media and Public Policy; (2) Communication Effects; (3) Economics and Media Management; (4) Educational Applications of the Media; (5) Communication Theory; (6) New Technology; (7) Communication Law; (8) International Communication; (9) History of Communication; or (10) Communications and Culture. These concentration areas are developed from courses within the Department as well as from courses outside the Department.

The student must pass written and oral examinations for Ph.D. candidacy covering methodology, two concentration areas and the general field of telecommunications. The final step for admission to candidacy is the acceptance by a committee of a dissertation proposal.

Candidates normally serve one year as associate instructors or research assistants. This requirement will be waived only when, in the opinion of the Departmental Chairman, unusual circumstances justify such action.

SERVICE ORGANIZATIONS RELATED TO ACADEMIC PROGRAMS

Students in the IST program can complement their course experiences by working in the Audio-Visual Center, which is functionally and operationally coordinated with the Division of Instructional Systems Technology. Among the purposes of the Audio-Visual Center are (1) to provide opportunities for advanced study, experience, and research in the practical and theoretical aspects of production, selection, circulation, and utilization of the major types of audiovisual materials and in the organization and administration of an instructional and materials program and (2) to contribute to instructional and research activities of all schools and departments at Indiana University by providing faculty members and with professional assistance in the selection, procurement, and use of audiovisual materials and by offering assistance and facilities for the production of all types of materials. Some students prefer in-depth experiences in one operational area of the Center, e.g., production, selection, or administration, while others prefer a wider range of on-the-job experiences and, during their professional-study careers, will shift from one area of work to another. Obviously there are advantages to both of these strategies.

The Department of Telecommunications has one of the most modern and complete teaching centers in the nation. Housed in the Radio-TV Building, these facilities include a color TV studio that is as sophisticated and versatile as commercial TV studios in all but the largest of cities. This studio was extensively modernized in 1976. It now includes three color TV cameras, up-to-date switching, special effects and video tape editing equipment, and portable video equipment for out-of-studio production. Radio studios and film labs are also located in the buildings, as are faculty offices.

The Radio-TV Center also houses WTIU (TV) and WFIU (FM), public broadcast stations operated by the Indiana University Radio and Television Services. Students often work with these stations, and the Radio and Television Services may be contacted for further information about job possibilities. Several other profit and non-profit broadcast, cablecast, and audio enterprises operate in Bloomington and provide opportunities for unique and valuable student experiences. The Department frequently brings guests to Bloomington to meet with both students and faculty.

Selected Theses and Dissertations

Division of Instructional Systems Technology

1. Davis, Richard, Affective Responses to the Film, Parable, as a Function of Theological Belief.

2. Stuelpe, Herbert, A Field Test of a Model for Formative Evaluation by Teachers.

3. Abel, John, The Influence of Family Type on the Child's Orientation to Television Viewing.

4. Balogun, Ayo, A National System of Educational Technology Centers: A Way to Improve Education and Instruction in Nigerian Primary and Secondary Schools.

5. Bryant, Jennings, The Mediating Effect of the Intervention Potential of Communications on Motivated Aggressiveness.

6. Cantor, Joanne, The Social Learning of Aggression through Exposure to a Model's Emotional Expressions Contingent upon His Performance of Aggressive Acts.

7. Carl, Diana, An Analysis of Instructional Development in Instructional Television

8. Clift, Charles, The WLBT-TV Case, 1964-1969: An Historical Analysis.

9. Conway, Jerome, Differential Memory for Referentially Equivalent Single and Multiple Sign Vehicle Presentations.

10. Delalic, Esref, Worker's Universities in Yugoslavia: An Adult Education Modality.

11. DeOliveira, Roseangela, Remembrances and Prophecies: A Naturalistic Inquiry into Teen-Agers' and Elders' News Seeking and Images of the Past, the Present and the Future.

12. Khalidi, M.Z., The Use of Technology-Based Adult Basic Education in Developing the Social Roles of Arab-Muslim Women: Towards a Policy Prescription.

13. Ksobiech, Kenneth, Cross-Modality Cueing in Various Styles of Television Production.

14. McNulty, Thomas, Network Television Documentary Treatment of the Vietnam War, 1965-1969.

15. Pearce, Alan, NBC News Division--A Study of the Costs, the Revenues, and the Benefits of Broadcast News and Sports.

16. Sparkes, Vernone, Municipal Agencies for the Regulation of Cable Television: A Study of Current Developments and Issues.

17. Tiedge, James, The Facilitative and Inhibitive Effects of Visual Distraction Upon Persuasion by a Counterattitudinal Persuasive Communication.

18. Toh Ekhaml, Leticia, Affective Judgments of Metaphors in the Vocabulary of Sensation Across Five Cultures.

19. Walker, Anne S., Mass Media and the Individual in a Developing Society: A Case Study of Fiji.

20. Zaher, Fawzi, Individual versus Small Group Learning of Self-Instructional Modules.

CURRENT POSITIONS OF RECENT TELECOMMUNICATION GRADUATES

No systematic presentations of current occupations of recent Indiana graduates in developing countries is available. However, the following results of a 1977 survey indicate the positions of the 286 (39%) graduates who responded. All graduates of the Department of Telecommunications were surveyed.

Approximately 34% are in Broadcast Station/Network jobs, including: News, Production, Management/Administration, Sales, Sports, Promotion, Engineering, Announcing and Traffic/Continuity. The greatest percentage (37%) hold media-related positions including: Instructional Media for industry and educational institutions, Production, Advertising,

Public Relations, teaching Mass Communications, News/Publications, Cable, and Marketing. The remaining 29% are employed in miscellaneous occupations.

FACULTY WITH INTERNATIONAL EXPERIENCE

Division of Instructional Systems Technology

1. Harbans S. Bhola, who specializes in teaching Diffusion and Adoption, has worked in several developing countries as well as his native state of Punjab.

2. Ivor K. Davies, specializing in instructional design, has worked in many countries in Africa and in the Middle East, Asia, and Latin America.

3. Robert Heinich specializes in educational media, and has consulted in developing countries.

4. Alice R. Jwaideh teaches diffusion and adoption of instructional innovations.

5. John A. Moldstad, chairman of the Division of Instructional Systems Technology (DIST), in 1958/1959 directed the AID/Indiana University Training Program in Media for Foreign Students from 15 countries.

6. Dennis W. Pett directs the Instructional Services section of the AV Center. He spent 4-1/2 years in

Nigeria on the USAID Communications Media project, and has consulted in other development projects and worked with numerous foreign students.

7. Michael Molenda teaches in the areas of instructional media, instructional development and communications theory. He has consulted for AID and UNESCO on projects in Peru, American Samoa, Spain, Venezuela, and Egypt, and has done research on innovative communications strategies for non-formal education in less-developed countries.

8. Warren D. Stevens teaches production theory courses in instructional media. He has worked extensively in Nigeria, Sierra Leone, Mali, the Virgin Islands, Brazil and Saudi Arabia as a media consultant and under contract with USAID.

Department of Telecommunications

1. Richard C. Burke has written and consulted extensively on instructional broadcasting in developing countries. He has worked in Latin America and Pakistan.

2. William H. Kroll directs the Radio-Television Center. He has been involved in a wide variety of instructional broadcasting activities, and is cur-

rently working on an Indiana/Saudi Arabia contract.

3. Charles H. Sherman chairs the Department of Telecommunications. His specialization is international broadcasting, on which he has written and consulted.

4. Richard D. Yoakam teaches news broadcasting. He has worked in European broadcasting, and made a film on Peace Corps teaching in Tunisia.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Herman Wells, the Chancellor of the University, has long taken a special interest in international activities, and has fostered University assistance programs overseas as well as foreign student programs in Bloomington. Consequently, the University is adept at handling foreign student admission and providing them with services once they enroll. The University has an International Program Office and International Services Office, whose staff works with international students on academic and non-academic matters.

The university has no quota on foreign students, and no admission requirements for graduates other than a B.A. or its equivalent, a proper visa and evidence of financial support. Students are admitted by individual departments.

NON-DEGREE PROGRAMS

The Audio-Visual Center (the service unit whose staff work with Division of Instructional Systems Technology (DIST) faculty in conjunction with the academic program) has offered non-degree programs since the 1950s, when much of this service was for USAID on a Basic Ordering Agreement which they still have. Dr. Dennis Pett, the director of the subdivision of the Center that runs workshops and institutes, has had over 20 years of experience in this work.

This excerpt from the Annual Report of June 1977 indicates the kinds of short-term and individual training provided by the Audio-Visual Center:

> Three National Audio-Visual Association (NAVA) Institutes were conducted in the past year. July 11-16, 1976, the 27th annual NAVA Institute for Professional Development was attended by 61 audiovisual dealers and employees. The courses for the week were designed to make the participants more responsive and qualified to assist their clients and customers.
>
> October 10-15, 1976, and March 6-11, 1977, were the dates for the NAVA Institutes for Effective Communications. A total of 240 audiovisual professionals attended these institutes to improve their professional skills and to keep up to date on the latest trends in the field. Nearly all states and several foreign countries were represented by the participants.
>
> This year there were four international students who came for specialized instruction.

In the 1950s, the Audio-Visual Center offered annual international training programs that ran 11 months each. Although the programs are no longer run on a regular basis,

the Center maintains the capacity to run non-degree training courses in the following areas:

The Educational Media Program provides training for educational leaders in the planning, development, and use of modern educational media, such as audiovisual aids, radio and television, and teaching machines.

The Communication Media Program provides training for leaders in the design and execution of information programs with adult audiences involving the production, use, and evaluation of the full range of communication media.

The Educational Broadcasting Program provides training for specialists in the planning, production, and evaluation of educational radio and television programs and integrated teaching materials.

Finally, the University has the capacity to offer training programs in which a large part of the training is off-campus This capacity was demonstrated in the USAID/Indiana University Communications Media project in Nigeria between 1959-1966. Drs. Warren Stevens and Dennis Pett were the project directors.

This excerpt from the Final Report summarizes the project activities, which also included extensive participant training.

> In October, 1959, the Indiana University Audio-Visual Center contracted with the United States

International Cooperation Administration (later the Agency for International Development) for a communication media project in Nigeria. The purpose of the project was to provide advisory help to the government of the Western Region of Nigeria in the development of communication media facilities and the training of communication media personnel. In 1960, the project was extended to the North and East. The contract was terminated on December 31, 1966, after seven fruitful years.

During the period of the contract, ten separate centers of activity were served throughout the country. Major assistance was provided to the Ministries of Agriculture and Education in the West; the Ministries of Agriculture and Education in the East; and the Ministry of Education and Ahmadu Bello University in the North. Less extensive assistance was given to the Ministries of Health, Information, Trade and Industry in the West, and to the Ministry of Information in the North.

At present, the University has flexibility in offering degree as well as non-degree programs through the School of Continuing Education. Through this facility (designed primarily for Indiana residents), students can take occasional courses, and much of their work can be done off-campus. This arrangement allows the University to combine technical assistance, on-site training and modified participant training programs.

RELATED PROGRAMS

The Department of Telecommunications and the Division of Instructional Systems Technology offer among and between themselves a wide range of specialties and options in the field of communications. There are also some other programs in the University that offer development-oriented studies. The most significant of these are:

1. The Division of Historical, Philosophical and Comparative Studies in Education in the School of Education offers several courses relevant to development:

   a) Educational Anthropology

   b) Comparative Education I and II

   c) Education and Change in Societies

2. The International Development Institute is currently administering a USAID grant, the Program in Advanced Studies of International Technical Assistance and Management (PASITAM).

3. Area Studies Program:

   a) African Studies

   b) East Asian Languages and Cultures

   c) Latin American Studies

The University campus has neither a school of agriculture nor of public health. A student would not be able to combine either of these areas with communications in a degree program. However, for short courses and individual consulting in programs, faculty members in these areas from nearby campuses have been called in to participate.

INTERDEPARTMENTAL COOPERATION

The programs and services in the field of communications at Indiana University are characterized by a long-standing close working relationship. Thus, even though they are organizationally separate entities, individuals often have joint appointments in a department and an operational center, and cooperation is based on solid personal relationships as well as functional requirements.

To summarize, the components of the communications area are the following:

1. Division of Instructional Systems Technology (academic program in non-print media for instruction)

2. Audio-Visual Center

3. Department of Telecommunications (academic program in electronic media)

4. Radio and Television Center (service in electronic media)

Students in these two academic programs are encouraged to take related courses outside their own programs, and good relations with other divisions in the School of Education and the Graduate School allow them to do this. However, there do not appear to be any ties as strong as those among the areas listed above.

SUMMARY

The two major programs in communications (The Division of Instructional Systems Technology and the Department of Telecommunications), offer a range of thorough and solid programs in communications from every aspect of production to policy and planning. Furthermore, these programs have a long history of work with students from developing countries and faculty experience in development.

One important feature of the two programs is that each academic program is integrally related to a corresponding practical operation. The Division of Instructional Technology Systems has most faculty and students working part of their time in the Audio-Visual Center. The Department of Telecommunications uses the Radio and Television Center for the applied work of its academic program. Thus, students are guaranteed opportunities to learn from experience as well as from classroom work.

Graduate students who are enrolled in one of these programs usually work to a more limited extent in the other as well. Faculty of the two programs work closely together on graduate committees. Thus, a student can study the whole gamut of communications media, either on an introductory level or with a specialization in any part of the range.

The strength of DIST and the Audio-Visual Center in international work appears to go back to a close relationship

with USAID efforts in communications in the 1950s and 1960s. Although AID support is now reduced, the University has indeed built an institutional capacity in this area. More foreign students are being served than before, with over sixty now enrolled in degree courses.

At present, the foreign student population is largely self-supporting, coming primarily from Saudi Arabia and other Middle Eastern countries. Courses are available to them in the uses of media for development, although there is no program especially designed for students from developing countries.

Because the faculty has more experience as a group and because the technology is "intermediate" and more accessible and available, the DIST is slightly more geared to developing country students than is the Department of Telecommunications. Nonetheless, a student in either program could find a breadth and depth of courses surrounding special interests, and enough faculty with experience in development to enable him/her to design and pursue an appropriate program.

MICHIGAN STATE UNIVERSITY

GRADUATE DEGREE PROGRAMS

Degrees Offered

The Department of Communication in the School of Communication Arts offers in M.A. in Communication--Knowledge Utilization and a Ph.D. in Communication.

Organization of the College

The College is divided into five departments, one of which is the Department of Communication. The other departments are Telecommunications, Advertising, Speech and Audiology, and Journalism. None of the other departments has any noteworthy development-oriented programs in non-print media.

Purpose of Degree Programs

The M.A. program is designed to blend training in communication concepts and theories with experiences in the application of this knowledge to practical, work-related problems. The program is intended for persons whose original background may be quite unrelated to the field of communication, but who presently find themselves (or anticipate finding themselves) in situations where their knowledge of communication, rather than their original training, determines how successful they actually are. Although the program is not directed specifically to individuals from developing

countries, a large proportion of students do come from that background.

The Ph.D. in Communication is primarily a research degree. Its goal is to prepare the student as a well-rounded scholar--one who can conduct behavioral research, and offer informed consultation related to human communication. The three current foci of the degree program are mass media, persuasion and interpersonal communication.

Skills Acquired by Graduates

Upon completion of the M.A. program, students are able to do the following:

1. Identify the key communication variables which affect the performance of individuals, either in an organization where they have worked or where they expect to work after the program is completed;

2. Develop a communication strategy for coping with a specific situation which exists in the student's job;

3. Identify communication variables which influence the relationship of their organization with the community;

4. Demonstrate an ability to apply information from coursework to the development of a communication strategy;

5. Synthesize results from research on a given question;

6. Meet University criteria for courses agreed upon by the student and his committee.

Doctoral program graduates will have progressively acquired the following three levels of scholarly competence:

1. Broad, general knowledge of the communication field and basic methods of inquiry;

2. Significant, in-depth knowledge in several substantive areas of communication and in advanced methodologies;

3. Creative scholarship and expertise in selected areas of communication research.

Most graduates take positions in teaching, research and consulting to public and private organizations.

Entrance Requirements

The criteria for admission to the M.A. program are work performance (as reflected in letters of reference), career aspirations, undergraduate record, and the statement of what the applicant wants from the program. The program requires completion of 45 credits, more than half of which must be at

the Master's level and 18 to 27 of which must be taken in Communication. The remainder are taken outside the department, with at least nine of the remaining credits taken outside the College of Communication Arts.

Ph.D. students must complete a set of core courses, plus a set of elective courses determined in conjunction with a guidance committee. They must develop expertise in at least two substantive areas and complete an independent empirical research project prior to admission to doctoral candidacy. Finally they must present an acceptable dissertation and pass oral exams.

Courses of Study

Master's students select 18 to 27 of their 45 credits from the following core courses, depending upon their individual needs:

1. Organizational Communications
2. Communication Theory and Process
3. Behavioral Research in Mass Communication
4. Interpersonal Communication Theory and Research
5. Cross-Cultural Communication

6. Non-Verbal Communication

7. Seminar in Research Utilization

8. Communication and Change: The Diffusion of Ideas and Information

9. Special problems

The remainder of courses are taken outside the department.

Doctoral students take, in addition to the above courses, a 12-credit series in methodology. They must also complete an independent empirical research project and a dissertation. Doctoral students also have opportunities for teaching.

Population of Students from Developing Countries

The graduate programs in the Department of Communication do not have a major emphasis on development-related studies. However, the University as a whole has a very strong interest in international programs, and individuals from developing countries can take advantage of one or more of these programs, which are listed in the section below on Related Programs. Since 1961, there have been 22 Ph.D. graduates from developing countries, including the Philippines, Egypt, Brazil, India, East Pakistan, Zambia, Nigeria, Chile, Colombia and Israel. During the years 1961 to 1977, 54 Master's students have come from developing countries.

Current Occupations of Recent Graduates

Ph.D. graduates now occupy such positions as: the Dean of the Division of Communications and Arts at the University of Brasilia; the Director of the Division of Information Sciences for the Latin American regional office of the International Development Research Center; the Communication Director of the Inter-American Institute of Mass Communication at the University of Lagos, Nigeria.

Selected Dissertations of Recent Graduates

1. Kawashima, Junichi,

   Television Viewing and Occupational Knowledge Among Japanese Children.

2. Dervin, Brenda,

   Communication Behaviors as Related to Information Control Behaviors of Black Low-Income Adults.

3. Bowes, John E.,

   Information Control Behaviors and the Political Effectiveness of Low-Income Urban Blacks.

4. Guimaraes, Lytton L.,

Communication Integration in Modern and Traditional Social Systems: A Comparative Analysis Across Twenty Communities of Minas Gerais, Brazil.

5. Rao, Jaganmohan L.,

Communication and Modernization in Indian Villages: The Influence of Status Inconsistency.

6. Bhowmik, Dilip Kumar,

Differences in Heterophily and Communication Integration Between Modern and Traditional Indian Villages in Two Types of Dyadic Encounter.

7. Kincaid, D. Lawrence,

Communication Networks, Locus of Control, and Family Planning Among Migrants to the Periphery of Mexico City.

FACULTY EXPERIENCED IN DEVELOPING COUNTRY PROGRAMMING AND RESEARCH

Several members of the Communication Department faculty have had experience in research and consulting relating to communication and development. Several years ago a large Department project involved close to a dozen faculty members in a three-country comparative study of communication and adoption of agricultural innovations in Brazil, India and Nigeria, funded by AID. However, some of the principal contributors to that study are no longer in the department.

Department faculty members have also:

1. examined communication factors in a study of marketing proceses in Puerto Rico, Brazil and Bolivia;

2. conducted research on the effectiveness of a literacy/adult education program in northeast Brazil;

3. provided a communication dimension to a multi-disciplinary study of management of agricultural projects in Costa Rica;

4. consulted for the Inter-American Development Bank in a pilot program of development communication using radio, television and group processes in rural areas of Mexico;

5. conducted research on communication support for development in conjunction with the Institute of Mass Communication at the University of Ghana;

6. consulted with AID/Colombia on the use of communication technology for programs of rural education;

7. lectured on communication and development at CIESPAL (Latin American Center for Advanced Studies in Communication) in Quito;

8. developed a relationship to strengthen the communication program at the Universidad Ibero-Americana in Mexico City.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Extensive resources are available for handling foreign students applications and support procedures for individuals and groups. Contact Dr. August Benson, International Student Affairs, 201 International Center, Michigan State University, East Lansing, 48824.

NON-DEGREE PROGRAMS

The university is extremely flexible in its capacity to use resources from various colleges to offer non-degree programs. Since 1958 the College of Communication Arts and Sciences has conducted an intensive five-day communication

workshop for foreign participants who are training in this country under the auspices of AID. The workshop is given just before they return home and deals with problems of interpersonal and organizational communication, diffusion of innovation, and re-entry. The workshop is directed and staffed by Communication faculty members as well as individuals invited from outside the college and the University.

Although no other such courses have been offered recently by the Department, there would be interest in doing so, particularly in cooperation with other Schools.

Specialized workshops and seminars (2-14 days) are offered in nonformal education, including communication problems in nonformal education for development, by special arrangement with sponsoring organizations. Contact Dr. Ted Ward, Coordinator of Programs in Nonformal Education, 518 Erickson Hall, Michigan State University, East Lansing, Michigan 48824.

RELATED PROGRAMS

In addition to the international development programs described in the preceding section, the University has two other communications programs with a minor interest in international development activities. The Department of Telecommunication represents another resource within the College of Communication Arts and Sciences in the areas of radio and

television broadcasting and policy analysis. The main thrust of the department is to train station managers, not producers or technicians. Twenty-nine foreign students (not necessarily from developing countries) have received Master's degrees from the department. In 1975 the department offered a special training program in radio and television production and management for 31 staff members from the National Iranian Radio and Television Service (NIRT). The Department continues to have a link with NIRT.

The Department of Journalism does not have a development-oriented program, although three of its faculty have worked in developing countries. Dr. James Scotton was Department Chairman of Communications at the University of Lagos. Mary Gardner has done research on the press in Latin American, and Vikram Mishra has studied the role of the mass media in India.

The College of Education offers graduate degree programs and non-degree study sequences in nonformal education, with emphasis on communication and media applications.

The Nonformal Education Information Center serves a network of 3,000 development planners and practitioners in 115 countries, publishes the NFE Exchange, responds to an average of 75 requests per week for publications and services, maintains a collection of fugitive documents (approximately 4,000, many of which focus on communication for develop-

ment), and facilitates linkages among persons and organizations involved in nonformal education.

INTERDEPARTMENTAL COOPERATION

The interdepartmental coordination of programs with an international focus is handled in the Center for International Programs. The University's international interests were begun by President John Hannah after the Second World War. In addition to encouraging foreign students to study on campus, a number of overseas study programs have been offered, and several institutional linkages established overseas. The University's wealth of international development programs derives from two sources. First, it is a land-grant institution which includes service to state institutions and people in its charter. Thus, historically, many programs have been directed toward local development, especially in agriultural activities. Second, former President John Hannah was dedicated to involving the University in international development programs.

The Center for International Programs is a strong central office with a variety of sub-units, including Comparative and Area Study Programs with area studies programs in Asia, Latin America, Africa and the Middle East; three International Institutes, including one in Education, one in Agriculture and one in Extension; International Exchange Programs; and Development Programs. In 1975, the Center supported the following development programs:

1. Non-Formal Education

2. African Rural Economy Agricultural Sector Simulation Analysis and Planning

3. Latin American Market Planning Agricultural Economics Research, Training and Consultation

4. National Iranian Radio and Television Film Series

5. Brazil Graduate Education in Agriculture

6. Addis Ababa University, Ethiopia

7. Tribhuvan University, Nepal

8. Somalian Central Agricultural Research Station and Training Center

9. Indonesian Agricultural Higher Education

10. Food Science, Brazil

11. Assistance to American Schools of Mexico and Central America

12. Uruguayan Agricultural Research and Information

13. Bean Research, Latin America

The Center for International Programs serves, among other things, as a strong coordinating mechanism between departments and individuals involved in development programs. The

Center has often been able to pull together various people in order to design training programs to meet contract specifications. Short-term training programs can be effectively designed and coordinated through this Center. William Herzog of the Center is also on the faculty of the College of Communication, so he is very knowledgeable about resources there.

Several of the development programs are done through the Midwest Universities Consortium for International Activities (MUCIA), which was headquartered at Michigan State between 1970-1975.

As the above list indicates, the majority of development projects are focused in agriculture. Communication faculty members can participate in these when they wish to. The development-oriented programs in the Schools of Public Health and Human Ecology are not as strong.

One strong development-oriented program is the Program of Studies in Nonformal Education. This is in the Institute for International Studies in Education in the College of Education. Supported by grants from AID, the program has been directed toward two main goals: (1) to create new knowledge and systematize current knowledge about nonformal education, and (2) to provide technical assistance and consultation services aimed at improving the quality and efficiency of nonformal educational programs in developing countries.

Short-term technical assistance which has included communication components has been provided in Afghanistan, Brazil, Bolivia, Colombia, Egypt, Ethiopia, Honduras, Indonesia, Iran, Jamaica, Lesotho, Paraguay, Peru, Pakistan, the Philippines and Thailand. The University is also engaged in a long-term AID-supported NFE project in Indonesia which proposes to develop an NFE community learning system.

Although international programs are often done within individual colleges or departments, the Center for International Programs serves them by coordinating interdepartmental work when necessary, and supporting them in obtaining contracts, grants, and other means of funding. During the past 35 years the number of foreign students at the University has grown from 40 to 1,137 (as of 1975). Close to 3% of the total enrollment is foreign students, and approximately 10% of the graduate enrollment is foreign students. The university maintains a foreign-student advisors' office, and each of the colleges has a foreign-student advisor.

The major academic fields attracting foreign students are agriculture, education, engineering, humanities, the life sciences and business. Students are encouraged to do dissertation research on a "homeland" problem.

The English Language Center is available to help students who are weak in English to improve their skills in intensive courses before they begin their academic programs. The Center also offers part-time courses while they are studying.

SUMMARY

Michigan State University has had a long and active involvement in international development programs. Currently, the College of Communication Arts is not very strong in development-oriented work, although several faculty members in the Department of Communication have had related experience. The strongest development-oriented programs are in the College of Agriculture, particularly the Department of Agricultural Economics, and in the College of Education, particularly the Institute for International Studies in Education. Faculty members have worked cooperatively with those in the Department of Communication on certain projects through the Center for International Programs, a strong coordinating body.

The Department of Communication trains individuals on a Master's level to use communication technology for problem solving in their own professional work, and on a doctoral level to do research and to teach. The current foci of the Department are in mass media, persuasion, and interpersonal communication research. The once strong emphasis on diffusion of information has fallen off somewhat.

The College of Communication Arts and the Department of Communication are the largest in the country, and thus can provide expertise in a wide range of areas. In addition, they can call upon the vast resources of the whole land-grant university for interdisciplinary training.

SAN FRANCISCO STATE UNIVERSITY

GRADUATE DEGREE PROGRAMS

Degrees Offered

San Francisco State has two foci for communications training: the Educational Technology Center and the Broadcast Communication Arts Department. Both offer graduate degrees, and the Broadcast Communication Arts Department offers an undergraduate degree as well.

The Educational Technology Center offers graduate study leading to the Master of Arts degree in Education with a concentration in educational technology. Within a general framework, each student, in consultation with a faculty advisor, plans a graduate program suited to his or her individual needs. In addition, the Center offers coursework leading to the Library/Media Specialist credential and is preparing to make a major effort in the area of "training trainers" for industry, business, government, and related areas. Graduates from this program will be skilled in short-term non-degree training programs geared to specific tasks.

The Broadcast Communication Arts Department has several areas of major emphasis:

1. Audio Recording and Radio

2. Broadcasting/Business

3. Broadcast Performance

4. Broadcast Journalism

5. Educational/Instructional Media

6. Mass Communication Studies

7. Media Analysis

8. Television Directing and Production

9. Writing for the Broadcast Media

The graduate degree is a Master's in Radio and Television.

Purpose of Degree Programs

The Educational Technology Center program serves personnel in a wide variety of educational settings, including the classroom teacher seeking advanced professional skills, the coordinator of an instructional materials center, and the industry-based educator/trainer. Three areas of specialization are offered:

1. Design-Based Instructional Technology, which may involve the development of instructional programs at the planning, scripting, and evaluation levels, work in research and development programs, and the design and development of training materials for business and industry;

2. Production-Based Instructional Technology, covering the planning and production of mediated materials requiring skills in graphics, audio, 35 mm photography, and motion-picture production;

3. Administration-Based Instructional Technology, which involves the supervision of a learning center or an audiovisual center at the school or district level.

The Broadcast Communication Arts graduate program is designed by persons who want to enter the broadcast industry in managerial, production, and research positions, or to become teachers of broadcast communication arts.

Entrance Requirements

Both programs demand certain prerequisites which must be completed before beginning graduate work. Most of these can be taken in undergraduate courses at San Francisco State. The Educational Technology Center calls for the following:

1. A background in Educational Technology. This may be satisfied by coursework and demonstrated competence in media design and/or production to the level of undergraduate skills courses taught at the Center. Up to nine units of coursework may be required.

2. Background in professional education. This may be satisfied by a teaching credential or nine units of coursework in the sociological and psychological foundations of education.

In the Broadcast Communication Arts Department, all graduate students are admitted to "Conditionally Classified" status, pending completion of Broadcast Communication Arts 700 with a grade of B or better. (Broadcast Communication Arts 700 is an Introduction to Graduate Study, covering the literature in the field, sources of broadcast research, and preparation of a thesis proposal.) Students without strong undergraduate preparation in broadcast communication arts should expect to take certain undergraduate courses before moving on to graduate work.

Courses of Study

All the courses offered by the Educational Technology Center and the Broadcast Communication Arts Department are listed in the Appendix.

The Educational Technology Center program calls for a minimum of 30 units, and half the units must be at the 700-level or above. The 30 minimum units are distributed as follows:

1. Ed.T. 700 Seminar: History and Theory of Educational Technology (3 units)

2. Ed.T. 716 Seminar: Production-based Instructional Technology (3)

3. Ed.T. 717 Seminar: Design-based Instructional Technology (3)

4. Ed.T. 718 Seminar: Administration-based Instructional Technology (3)

5. Courses in area of specialization on advisement (6)

6. Ed.T. 895 Field Study (3) or Ed.T. 898 Master's thesis (3)

7. Educ. 797 Seminar in Educational Research (3)

8. Courses selected with approval of advisor (6)

Similarly, the course requirements for the Broadcast Communication Arts degree are given as:

1. B.C.A. 700 Introduction to Graduate Study (3)

2. Graduate courses in broadcast communication arts as approved by the graduate major advisor (12)

3. B.C.A. 898 Master's Thesis (3)

4. Upper-division or graduate courses in broadcast communication arts or in other areas, as approved by the graduate major advisor (12)

In addition to these 30 units, the Broadcast Communication Arts student must pass the Master's Comprehensive Oral Examination.

FACULTY EXPERIENCED IN DEVELOPING COUNTRIES

1. Marvin Silverman, Director of the Educational Technology Center. He was a consultant in secondary education in Liberia for USAID, 1965-1968, and a curriculum consultant at the International School, Manila, 1971-1972.

2. Don L. Barbee, Chairman, Department of Interdisciplinary Studies in Education and Professor of Educational Administration. Barbee was a technical consultant to the Ministry of Education, Brasilia, 1972-1974, specializing in school administration. In 1975, he was invited back for two months. Barbee speaks Portuguese.

3. Merle Akeson, Professor of Interdisciplinary Studies in Education and Secondary Education. Consultant in secondary education in Liberia for USAID (worked with Silverman there).

4. Singer Buchanan of the Broadcast Communication Arts Department has traveled through Africa (Sierra Leone, Liberia, Botswana, Zambia, and Zanzibar), giving brief seminars on broadcast production; he was sponsored by the State Department.

Silverman and Akeson are co-authors of Teaching in the Developing Nations, A Guide for Educators, published by Wadsworth, Belmont, California, 1968. They also ran an AID program at San Francisco State for 80-100 Liberians, several years ago.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

San Francisco State University will consider applications and accept qualified applicants for admission to the University until the established enrollment limit for foreign stduents has been reached.

Applications for the Fall semester are accepted November 1 for the semester beginning the September of the following year. Applications for Fall may be obtained in late September or early October. Applications from overseas foreign students are accepted only for a Fall semester. Foreign students already in this country are eligible to apply for admission to a Spring semester. Applications for Spring are available during the month of June to be submitted August 1 for acceptance in the Spring Semester--which begins the following February. If a student has been granted a visa to attend another school in the United States, he must attend that school for at least two semesters and satisfactorily complete at least 24 semester units of work there before applying to San Francisco State.

The university does not have general scholarships for foreign students. Therefore, it is imperative that the applicant assure his financial status before submitting an application. A student must be in possession of sufficient funds to cover his expenses. School year (two semesters) expenses (exclusive of travel and clothing) are about $3,500-4,000. Currently, the Student Service Fee per semester is $95.50 plus $52.50 per semester unit, to a maximum of $787.50 for 15 units or more. Fees are subject to change without notice. Undergraduate foreign students are required to take a minimum of 12 units which amounts to $725.50. Graduate students are required to take a minimum of 9 units which amounts to $568.00.

Admission Procedures

1. Complete and return the printed application, using extra sheets if needed.

2. Give dates and names of all certificates, diplomas, or licenses received, and of all schools attended. The applicant must submit official, original transcripts or documents and photostatic copies of transcripts or documents from all schools attended. These documents must be accompanied by a certified English translation. Photostatic copies without originals will not be accepted. All documents must show grades received,

examinations taken, and identify passing and maximum marks. The student must be qualified to enter a university in his home country and have an outstanding scholastic record from an accredited school. Applicants who are presently attending college in the United States must, in addition to their foreign records, submit official transcripts of all work completed and in progress before the established deadline date.

3. All applicants for admission to the University must pay a $20.00 application fee. Applicants applying from outside the United States should defer payment of the fee until they arrive on the campus. Applicants applying from within the United States must send the fee with the application. The application fee is not refundable nor can it apply toward a later application for admission.

4. All students from outside the United States and those with any foreign educational background who have attended a high school, adult school, college or other school in the United States before applying for admission to San Francisco State must show minimum proficiency in English by taking the TOEFL examination (Test of English as a Foreign Language). There will be no consideration of appli-

cation until these test scores have been received. Specific information regarding the testing dates, testing centers, fee, and registration is available from: TOEFL, Educational Testing Service, Box 899, Princeton, New Jersey 08540. It is the student's responsibility to request that test results be sent to the Office of Admissions, San Francisco State University.

5. Students from abroad should secure a non-immigrant student (F) visa. The university does not offer an exchange-visitor program, so that the Exchange-Visitor (J) visa is not recognized.

NON-DEGREE PROGRAMS

While such programs have not been offered in the past, both the Educational Technology Center and the Broadcast Communication Arts Department would be willing to develop short non-degree courses if they had the financial support to do so.

RELATED PROGRAMS AND INTERDEPARTMENTAL COOPERATION

The programs that fit best with developing-country needs, in addition to these communication programs, are those in education and nutrition. The education program takes in the Educational Technology Center. The nutrition program has not

been linked directly or indirectly to any communications training; any links between communication and nutrition have to be made by the student at this time.

SUMMARY

It is the Educational Technology Center that is most promising as a training site for developing-country personnel. The Center's director and some staff members have worked in development-related education and applications of educational technology for developing countries. They recognize that the educational problems of the developing world differ markedly from those in the advanced countries. This perspective would enable the Center staff to advise foreign students on a suitable program of study, even covering courses taught by professors with no development experience.

Notable in the Center curriculum is the coursework in instructional design. Students learn how to develop instructional materials for formal-education settings and for business and industry. The Center is well stocked with "small" media that students learn to operate and use in the design of instructional materials. While the equipment is small in scale, it is by no means unsophisticated. There are even some computer terminals for free student use. The Center faculty believe that their equipment is particularly appropriate to education and training situations for developing countries in comparison with the equipment in the Broadcast

Communication Arts Department which is oriented toward the American broadcast industry.

The Educational Technology Center has the flexibility to fit short courses to foreign students or to work more closely with foreign students in the formal program. Several years ago, the School of Education contracted with AID to teach over one hundred Liberian students, both on campus and in Liberia. The program was successful in most cases, and provided the faculty with experience in this kind of work. There were problems as well, but solutions were found and the problems overcome. Silverman and Akeson were central in that contract and are quite interested in working with new programs along this line.

In terms of interdisciplinary cooperation, San Francisco State offers several substantive areas of training that could be integrated with training in communication technology. Most obvious is education. Not only is the School of Education fully equipped and broadly experienced in training formal educators, but it is also now developing a capability in training trainers. This new effort in a more flexible and nonformal direction in education may have particular application to developing countries where the needs for training are both widespread and specific.

Another area of strength is in nutrition, which is offered by the Home Economics Department of the School of Edu-

cation. Silverman noted the excellent reputation of that program and indicated that interdisciplinary programs are not only easy to arrange, they are encouraged. Home Economics offers a graduate degree as well as numerous undergraduate courses dealing with nutrition, foods, home management, family economics, housing, home furnishing, interior design, family relationships, child care, textiles, and clothing. Some of these offerings are particularly applicable to a developing country--such as nutrition and child care.

There is also a Department of Health Education with a wide range of courses.

The Broadcast Communication Arts Department would be more appropriate for more detailed and sophisticated training in communications production skills. A Broadcast Communication Arts student could also take courses in other departments, and may well use a substantive content area like nutrition or health for the content of a Master's project.

But the Broadcast Communication Arts Department has no explicit development focus. Like many excellent production-oriented departments in dozens of American universities, it does its job well, but does not have a history or, at this time, a strong potential for training developing-country students appropriately.

The basic distinction between the Educational Technology Center and the Broadcast Communication Arts Departent is the Center's integration of instructional design and communication skills. The Center also has personnel who are experienced in applying their skills for developing-country students and aware of the special problems associated with developing countries. The fact that the Director of the Center and the Chairman of the Department of Interdisciplinary Studies in Education are enthusiastic and flexible about future opportunities for working with students from developing countries is a positive factor, promising for new programs.

STANFORD UNIVERSITY, INSTITUTE FOR COMMUNICATION RESEARCH

GRADUATE DEGREE PROGRAMS

Degrees Offered

The Institute offers an M.A. in Communication Media and Social Change and a Ph.D. in Communication Theory and Research

Purpose of Degree Programs

During the past five years, the international program at the Institute has been largely funded by a 211(d) grant from USAID. As described in the 1977 annual report:

> The underlying premise of the training activities...is that there continues to be a critical shortage of trained people who are able to contribute to the design, evaluation, and administration of development projects incorporating one or more communication media. Stanford University is attempting to expand and upgrade professionals working in this field through various training mechanisms, both at the University and overseas....
>
> The focus is on communication theory and research methods applied to development problems, with the main emphasis on practical policy issues and field research techniques relevant to communication strategies aimed at unschooled and predominantly rural populations. Both the M.A. and the Ph.D. programs encourage students to pursue areas of special interest and competence related to the development needs of their countries such as: economics, education, food research, and management.

Skills Acquired by Graduates

Both programs heavily emphasize research skills--methodology and quantitative analysis. Film and television production training opportunities are very limited.

The M.A. program is intended to broaden and deepen the knowledge and skills in communication research methods of individuals, most of whom hold mid-level university or ministry positions.

The Ph.D. program thoroughly trains individuals in communication research methods, including design, statistical analysis and communication theory. Graduates are expected to work on a high research or policy-making level, synthesizing information to be used in communication development planning and evaluation.

Entrance Requirements

M.A. students must enter with a B.A. or its equivalent and commit two years to graduate study; much of the second year will be spent in the design, implementation, and write-up of a field research project.

Ph.D. students enter with a B.A. or an M.A. and spend four years in doctoral work, including 9 quarters at Stanford. In addition to completing course requirements, students must pass general preliminary exams, complete two major research projects, have one year's work experience, teach or assist in two courses, complete a dissertation, and pass an oral examination.

Courses of Study

The M.A. program is designed specifically to meet the objectives of the USAID grant, namely, to prepare students from developing countries to upgrade their skills in jobs in their own countries. Required courses include:

1. Communication and development theory (2 quarters)
2. Research methods (2 quarters)
3. Statistics

Students are encouraged to take courses in other departments such as education, economics, and sociology.

The Ph.D. program is not specifically designed for students from developing countries but, rather, for any professional researcher in communications. Certain theory courses, however, are oriented toward problems in developing countries, and attention is paid to the relevance of training for developing-country students for the work they do in their countries. Required courses include:

1. Theory of communication (6 quarters)
2. Statistical methods (3 quarters)
3. Decision analysis in education
4. Computer analysis of communication research data

5. Communication research methods (3 quarters)

6. Major research projects

Students are encouraged to take a minor outside the department, but they are also allowed to use their optional credits for other department courses and for directed reading.

Population of Graduate Students in the International Program in 1976-1977

Nearly two-thirds of the graduate students in the international program in 1976-1977 were from less-developed countries (LDCs):

	from LDCs	other	total
M.A.	13	3	16
Ph.D.	6	7	13
Total	19	10	29

Selected M.A. Theses

Author	Title
Tatiana Galvan	"Political aspects of newspaper coverage in Mexico"
Nasrin Ameri	"Mass media use among the Turkish minority in Iran"
Annie Benveniste	"Village studies of TV classes in

	the Ivory Coast"
Joseph Yu	"A channel study among the farmers in Hong Kong"
Eduardo Navas	"The social context of illiteracy in Guatemala"
Fernando Morett	"Network Analysis Among Slum Dwellers in Mexico"
Luis de Noriega	"Television Soap Operas for Development"

Current Occupations of Some Recent M.A. Graduates

Name	Occupation
Joaquin Sanchez	Chief, Television Unit, Open University at Javeriana University, Bogota
Jeffrey Yu	Chairman, Department of Communication, Hong Kong Baptist College
Rosita Valencia	Professor of Agricultural Communication, University of the Philippines, Los Banos
M.Isabel Valdes	Evaluator, American Heart Association Project, California
Annie Benveniste	Part-time teacher, doctoral candidate, University of Paris
Luis de Noriega	Department of Research, TELEVISA, Mexico City
Nan Suchato	Professor, School of Mass Communication, Chulalongkorn University, Bangkok
Nasril Idris	Ministry of Education, Jakarta

Herbert Koeneke National Open University, Caracas

FACULTY EXPERIENCED IN DEVELOPING COUNTRIES

1. Dennis R. Foote-- Consulting: Costa Rica, El Salvador, Guatamala, Honduras, India, Jamaica, Nicaragua, Pakistan.

2. Robert C. Hornik-- Field research: El Salvador, Guatemala Consulting: Guatemala, Costa Rica, Argentina, Ecuador, Nepal Lecturing: Mexico, Peru

3. Emile G. McAnany-- Field research: El Salvador, Mexico, Ivory Coast Consulting: West and Central Africa, Latin America, Korea Lecturing: Mexico, Ecuador, Brazil, Guatemala

4. Lyle M. Nelson-- Consulting: American Samoa, India, East Africa, Cook Islands, Iran Lecturing: Hong Kong, Brazil, Mexico

5. Edwin B. Parker-- Consulting: Ghana, Guatamala, Indonesia, Iran, Nicaragua, Peru Lecturing: Uganda

6. Everett M. Rogers-- Field research: Thailand, India, Brazil, Nigeria Consulting: India, Latin America, East and West Africa, Asia Lecturing: Colombia, Ecuador

Part-Time with the International Program

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Since Stanford is a private university, there are no stringent quotas for foreign students, and the University will admit those who have a B.A. or equivalent, a proper visa, evidence of adequate financial support, and facility in English.

The Bechtel International Center is experienced and aware of the needs of foreign students. The Center aids in arrangements for arrival, visas, hospitality services, and handling special problems.

Graduate student housing is available, though not guaranteed, and students must apply well in advance of the date they want housing.

NON-DEGREE PROGRAMS

During the 211(d) grant period, faculty members offered short-term courses in Mexico and Ecuador. A workshop on Formative Evaluation in Communication Design is being planned for the summer of 1979. The purpose of this 2-3 week workshop is to provide participative training in philosophy and techniques of formative evaluation for design of effective communication messages for development. The 20-25 participants will be students and officials from developing countries.

RELATED PROGRAMS

The University has two major programs, in addition to the international program at the Institute, geared toward work in developing countries.

1. The Stanford International Development Committee (SIDEC) in the School of Education focuses primarily on educational planning in developing countries. Faculty from the disciplines of economics, anthropology, sociology and political science offer a multi-disciplinary approach to educational planning problems in developing countries. The program offers both an M.A. and a Ph.D.

2. The Food Research Institute centers on the study of problems of food supply, distribution, and consumption on a world-wide scale. The range of its investigation comprises the world food and agricultural economy, domestic and international trade in primary products, agriculture and economic development, and world population. Both an M.A. and a Ph.D. are offered.

INTERDEPARTMENTAL COOPERATION

Students in these programs can take courses in the Institute for Communication Research at their own initiative. Similarly, students from the Institute are welcome at the

Stanford International Development Committee (SIDEC) and the Food Research Institute.

SUMMARY

In 1973 the Institute received a five-year 211(d) grant which has led to the establishment of an M.A. program in communication for students from developing countries. That grant has recently been renewed through 1979.

The Institute's long history of development-communication research, which long preceded the 211(d) program, is likely to continue. A faculty and curriculum with a strong development orientation will remain, as will the continuing program of research, which will provide opportunities to support and train less-developed-country students.

SYRACUSE UNIVERSITY

GRADUATE DEGREE PROGRAMS

Degrees Offered

The School of Education offers a Master's degree, a Certificate of Advanced Studies, an Ed.D. degree, and a Ph.D. in Education. The S.I. Newhouse School of Public Communications offers a Master of Arts, a Master of Science, a Master of Professional Studies, and a Ph.D. in Communication.

Within the School of Education, the Area[5] of Instructional Technology is most suited to the interests of developing-country students.

Purpose of the Degree Programs

The Instructional Technology program focuses on the systematic research, evaluation, design and development of educational materials and programs, both for formal and nonformal settings. The major thrust is the systematic application of knowledge for the solution of educational problems.

At the Newhouse School, emphasis is on a sound technical preparation, an appreciation of the communicator's traditions and responsibilities, and carrying out communications research that is generalizable and practical. The Newhouse

---

[5]At Syracuse, an "Area" is equivalent to "program."

School, in addition to its formal curriculum, conducts an annual 90-day seminar for international broadcasters under a cooperative arrangement with the State Department. This is not specifically development-oriented. In fact, none of the Syracuse programs is development-oriented as such, reflecting the belief that competence in a field enables the graduate to practice that field in any setting.

Skills Acquired by Graduates

These skills may be inferred in detail from the course descriptions. In general, however, the Instructional Technology graduates can develop instructional materials and an instructional program for any learning setting. The Newhouse graduates have acquired hands-on technical skills to produce communications in the form of film, photos, videotapes, advertisements, graphic displays, or newspaper and magazine articles.

The on-campus Center for Instructional Development offers a clear model for what the Instructonal Technology graduate can do. This Center collaborates with university faculty and departments to improve their academic courses and programs. Besides a general improvement in faculty and student attitudes, evaluation has indicated measurable and significant gains in the teaching effectiveness of the redesigned courses. It is these skills which the Instructional Technology program provides for its students.

Entrance Requirements (Syracuse)

Applicants for M.S., C.A.S. and Ed.D programs should apply to the graduate division of the School of Education. Applicants for a Ph.D program should apply to the graduate school. In addition to completing the application form, applicants must supply two official transcripts of all previously earned university credit, a $20.00 fee and scores from the Miller Analogies Test. (This test is given at the University Testing Service).

Applicants to the Center for Instructional Development are admitted on the basis of their previous relevant education and experience and on the basis of space available in the Center programs.

Courses of Study

The Instructional Technology Area offers the following courses:

1. Concepts and Issues in Educational Evaluation (ITE 631)

2. Research in Instructional Technology (ITE 651)
   Techniques in Educational Evaluation (ITE 751)

3. Educational Tests and Measurements (EDU 655)

4. Research in Library and Informational Science (Statistics I) (IST 653)

For the Master's degree in Education, a student needs thirty graduate credits, some of which may be transfer credit. The typical plan for programs leading to the Master's degree includes a minimum of 12 to 15 hours in education courses, and nine hours outside the area of specialization. The program includes either a thesis or an intensive examination in place of a thesis.

The graduation requirements for the C.A.S. are:

1. A minimum of 60 graduate hours, of which at least 30 must be taken in residence at Syracuse. At least 30 of the 60 hours must be in the area of professional specialization; from 9 to 21 hours outside the field of specialization.

2. An approved program must be submitted prior to the completion of 45 hours of the total C.A.S. program.

3. Satisfactory completion of the qualifying examination (a six-hour examination in the area of specialization).

4. Satisfactory completion of a project. This will usually be one or more field projects developed in conjunction with a special course or seminar conducted for this purpose, or under the supervision of the program advisor.

5. Satisfactory completion of at least three years of employment in the field of specialization.

The degree requirements at the doctoral level include: obtaining a research competency; completing the qualifying exams; submitting a dissertation based upon independent investigation of a major research project; and passing an oral examination in defense of the dissertation. There is a minimum of ninety credit hours for the doctorate along with at least one year of residency.

With minor qualifications, this is the scope of the degree requirements at the Newhouse School as well.

Population of Foreign Graduate Students in International Programs

It is not accurate to say that any program at Syracuse has been an international one on an on-going basis. Specific groups of foreign students now and in the past have come to Syracuse, and the Instructional Technology Area is now the site of two large foreign-student contingents. The governments of Iran and Indonesia have sent thirteen and twenty students, respectively, to pursue a Master's degree. For each group, a program has been designed involving both academic and non-academic components.

In the three years prior to the arrival of these two groups, there were fifteen foreign graduates in the Instruc-

tional Technology Area. Of these, eleven were male, four were female; nine received the Master's degree, one received the C.A.S., and five were graduated with the Ph.D. degree.

Overall, in the Fall of 1977, these are the statistics for the Area:

New students	43
Master's students	50
C.A.S. students	4
Doctoral students	70
Countries represented	9
Foreign students	50
Minority students	4
Men	76
Women	46
Full-time	74
Part-time	48
Total	122

Selected Theses and Dissertations

The following list of thesis titles reflects the academic interests of the Area as well as the proportion of international students.

1. An Exploratory Study of the Effects of Modes of Presentation, Teaching Strategies and Student Aptitudes on the Learning of a Geometry Task by Fourth Graders.

2. An Investigation of the Concept of Needs Assessment and Its Role in Three Instructional Development Agencies in Higher Education.

3. A Hierarchy of Skills as an Organizational Aid in a Programmed Instruction Sequence with Deaf Persons.

4. Instructional Development in the New Hampshire College and University Council: The Creation of a Setting.

5. A Framework for the Application of Educational Technology in the Formal Education System of Guyana.

Current Occupations of Recent Graduates

While no information was available on all the recent graduates, or on the foreign graduates, the Iranian and Indonesian groups came to Syracuse on the recommendation of two graduates from those countries. Yusufadi Miarso of Ministry of Education in Indonesia and Farhad Saba of the Iranian Educational Radio and Television Institute both occupy high leadership positions.

FACULTY AND STAFF EXPERIENCED IN LESS-DEVELOPED COUNTRIES

Reflecting the Area's premise that the curriculum need not be explicitly development-oriented, the faculty's overseas experience has been limited before involvement in Iran and Indonesia. As a part of both of these contracts, however, Syracuse personnel are providing substantial commitments of technical assistance in those two countries. The faculty is rapidly acquiring extensive foreign experience.

The staff person responsible for the non-academic components of the Indonesian program is a foreign graduate of the University, now full-time with the International Student Office.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Syracuse has had long experience with foreign students, and twelve hundred foreign students are on campus now. The International Student Office has four professional staff, and the director is sent overseas for exposure to other cultures on a regular basis. The city of Syracuse has international centers, and has welcomed foreign students to visit industries and to live with host families.

As illustrated by the cases of the Iranian and Indonesian groups in the Instructional Technology Area, the support services available to foreign students are well-developed.

NON-DEGREE PROGRAMS

The flexibility of the Instructional Technology faculty to offer short courses depends on the incentives involved in such programs. Some feel that it would not be worth it; others seem open to discussion about it. The impression is that, for now, the Area is occupied with many other commitments.

RELATED PROGRAMS

Direct hands-on training in radio, television, and film is available in the strong graduate program at the Newhouse School. The School is particularly experienced in television, which has been taught at Syracuse since 1950. While interaction between Newhouse and Instructional Technology has not been extensive, the Newhouse School is offering special television production courses this summer, for the Iranians and Indonesians only. The existence of the Newhouse School (literally next door to Instructional Technology) allows a self-motivated student to blend courses into an integrated program. There is also the potential for some policy courses within the Maxwell Graduate School of Citizenship and Public Affairs; these are only being developed now. As with the Newhouse School, Instructional Technology has not had functional links with the Maxwell School and any linkages would have to be at the initiative of the student.

The Saudi Arabian government has contracted for a large contingent of students in nutrition, and in the past Malawi has sent a group to study paper and pulp processing in the School of Forestry. The School of Management has an International Management Development Department, to which AID has sent trainees on a regular basis.

INTERDEPARTMENTAL COOPERATION

Such cooperation is not well-developed. Even the logical liaison between the Newhouse School and the Instructional Technology Area has been minimal, usually up to the initiative of the student. The Newhouse School is offering a course this summer for Iranians and Indonesians.

There has been no integration of the instructional design courses in the Area and the communication theory courses at the Newhouse School.

SUMMARY

Syracuse University has a long history of service to foreign students. Of the fourteen thousand students at the University, over twelve hundred are from outside the United States. The International Student Office has built up solid experience in dealing with the needs of the foreign-student community, something that is a source of pride and that the school feels is an important preliminary to an understanding of any academic program in which foreign students partici-

pate. University policy recognizes the special problems that foreign students face and has given priority to assisting them.

Two programs at Syracuse specifically designed for foreign students are in the Area of Instructional Technology within the School of Education. These programs, for the Iranian group and the Indonesian group, were begun because two Syracuse graduates, who now have responsible positions in those two countries, knew what Instructional Technology could offer and brought about the training contracts that are now underway.[6]

In the Area of Instructional Technology, "instructional technology" is used very broadly. It goes beyond media, beyond hardware. It refers to the application of any skills (technology) in the design of instructional materials. Instructional Technology means research on learning theory, on instructional development, and on evaluation. Whatever matches learning materials to learning needs comes under the Area's definition of instructional technology. The Area's purpose is to prepare designers, managers, and evaluators of instruction, in formal or nonformal education.

---

[6]The only other program of this kind is a nutrition program, developed under contract with Saudi Arabia.

While the Area does not believe that its courses should have a development focus for students from less-developed countries, the faculty and staff is extremely sensitive to the special situation of their colleagues from Iran and Indonesia. Each group came to Syracuse well before the start of classes for a thorough five-week orientation experience to introduce them to life at Syracuse. This program covered a wide spectrum of information, from how to open a bank account to the mores of American students. Sessions were held, and continue for students needing language practice. One graduate assistant is responsible for every five foreign students, to assist with matters academic and non-academic, and a full-time person has been hired by the International Student Office just to work with the Indonesians.

Through these two contracts, many Syracuse staff are getting long-term exposure to either Iran or Indonesia. This exposure will begin to fill the principal gap in the Syracuse program--the lack of developing-country experience among its faculty. Like instructional technologists elsewhere, the Syracuse faculty has confidence that its methods apply generally; this assumption needs to be tested and qualified in the field, particularly in developing countries themselves. The nuances of the Third World, which do not yield to quantification and model-building, are a necessary preparatory experience for all teachers who train students from Third World countries.

The American (and Canadian) graduate students like the program, and are enthusiastic about the foreign students. A student round-table discussion was remarkable for the sense of community that was mentioned explicitly, and confirmed by the group. The students are made to feel like the colleagues of their professors, just less experienced in the field so far. While they say that the program is very demanding, they feel that what they are asked to learn is well worth learning and that the rigor of the curriculum is a major plus for the program. The strength of the Area simply put: the solution to educational problems.

Syracuse's strengths are its rigorous program in Instructional Technology and its experience and sensitivity toward the foreign student. In the Instructional Technology Area, it is demonstrating solid capacity to fit itself to the academic needs of foreign students. The Instructional Technology program is very pedagogical in its concept and would be appropriate for developing-country personnel from any sector (especially education) who wanted to learn how to design a large instructional system.

UNIVERSITY OF CHICAGO

GRADUATE DEGREE PROGRAMS

Degrees Offered

At the University of Chicago, study and research in communication and education for social development can lead to a Master's degree or a Doctoral degree. The Master's degree is given through the Social Science Division with a specialization in social development. The Ph.D. is a three- or four-year program of study in Sociology, Education, Economics, Political Science, or Geography with specialization in social development.

Purpose of Degree Programs

The Divisional Master's degree in communication is meant for students who wish to pursue a specialized program of study in face-to-face or mass communication. It should be especially helpful for people with previous study or work experience in communication, education, counseling, or community work who wish to broaden their training. The program has a specialized unit, "Communication and Education for Population and Social Development," which is intended primarily for persons from abroad who are preparing to do personal counseling, group work, mass media, or classroom communication to promote social or community development in developing countries or among socially disadvantaged minorities anywhere.

A student interested in a more thorough grounding in research methods can pursue a Ph.D. degree in Sociology or Education with specialization in Communication and Education for Population and Social Development.

Skills Acquired by Graduates

Master's graduates acquire familiarity with the various production skills involved in producing mass media messages and in some basic communication theory and research skills. Graduating Ph.D.s have a more thorough grounding in research and theory.

The main objective of the program was to produce managers or directors of communication programs who would be prepared to do the following:

1. Plan communication programs

2. Coordinate and guide a staff of technical workers to carry out planned communication programs

3. Work with the producers of media organizations to get the program plans translated into communication campaigns

4. Plan and participate in evaluation research and interpret the impact of the communication program upon the intended audiences

5. Combine the results of evaluation research with information concerning other programs around the world in order to work continuously to modify and improve this program.

Entrance Requirements

An applicant who holds a degree from an accredited institution is considered for admission on the basis of (1) an undergraduate record of good quality, (2) a well-organized plan for graduate study, and (3) recommendations from three college faculty members acquainted with his character and ability.

Foreign students applying from overseas should submit applications at least six months prior to the proposed quarter of entrance.

Foreign students must submit, in addition to the usual credentials, proof of proficiency in English and information concerning their expected source of income while in residence at the University. Only those students from abroad who have graduate status by American standards and whose academic record is excellent will be considered for admission. Further instructions are enclosed with the application form which should be requested from the Office of Foreign Admissions, 5801 South Ellis Avenue, Chicago, Illinois 60637.

An applicant for a summer workshop, regardless of whether or not he/she wishes to register for credit, is asked to obtain application from the director of the workship in which he/she wishes to enroll. This procedure is followed both by students previously admitted to the University and by applicants from outside the University.

Courses of Study

The program of study that combines communication and development is the unit called Communication and Education for Population and Social Development within the Divisional Master's Program. We will describe this unit thoroughly; it is the one unit at the University of Chicago that includes elements of communication and development. There are three required courses and six elective courses in this program.

The three required courses are as follows:

1. Social Science 300. The Fields of Social Science. This course or its equivalent is required of all Divisional Master's students.

2. Statistics 200 or Sociology 319. Introduction to Statistics or Methods of Social Science Data. Inasmuch as this program emphasizes research and use of research findings, a familiarity with basic quantitative procedures is required. Students may elect more advanced courses for requirements if they already possess thes these credits.

3. Sociology 318, Sociology 344, Business 353, Graduate Library Science 404, Behavioral Science 302, Education 382, or English 352. These are basic graduate courses dealing with theories of communication. Students may elect any one of the above courses to meet this requirement. Their choice will depend upon their areas of specialization within communication.

The six elective courses cannot be a haphazard choice of classes made with no clearly defined objective in mind. Instead, the applicant must prepare a statement of his/her objectives in seeking the degree, list the courses he or she proposes to take, and declare how he/she sees those courses as serving the stated objective. The program may admit a student on the basis of his/her plan of study, but may later counsel him/her to alter it somewhat in order to accomplish an objective better.

The advisory panel on communication. The program of study described above is sponsored by an interdisciplinary group of scholars which is formed into an Advisory Panel on Communication. The Communication Program is supervised by a Chairman and Co-chairman of the Panel, working with the Chairman of the Divisional Master's Program. They are responsible for handling the admissions inquiries of students, assignment of advisors, and the scheduling of courses to

minimize time conflicts. The members of this panel for the academic year 1977-1978 are as follows:

Paul Hirsch, Graduate School of Business
(Chairman, 1977-1978)
Donald J. Bogue, Department of Sociology
John Cawelti, Department of English
James Crimmins, Community and Family Study Center
C. Ranlet Lincoln, University Extension
Salvatore Maddi, Divisional Master's Program
E. Spencer Parsons, Divinity School
Timothy Roberts, School of Social Service Administration
Michael S. Schudson, Department of Sociology
James Sweet, Asst. Director of Information Services
Sol Tax, Department of Anthropology
Howard Winger, School of Library Science

Each student enrolled in the Divisional Master's Program in Communication is assigned one or more preceptors, or counselors, to assist in his/her program of study. This preceptor is a young professional person who is in the final stages of completing the doctorate (or has just completed it) in the field in which he/she advises. This person is available for advice on theses or other papers, and through the perceptor (as well as on their own), students will have full access to the facilities and faculty of the University. The program of study for Communication and Education for Population and Social Development has two preceptors (re-

search associates) specialized in this area of communication.

Suggested subfields of the communication program. The range of courses that have been incorporated in the Communication Program is large, with the result that potential applicants may have difficulty in understanding how they may be organized into coherent programs. In order to assist in this process, the Program on Communication recognizes the following area subfields:

1. Communication and Society
    a. Mass Media Organizations and Institutions
    b. Communication Theory
2. Methods of Communication Research and Evaluation
3. Techniques and Meanings
    a. Language and Culture
    b. Analytic and Precision Journalism
    c. Information Storage and Retrieval
    d. Population Culture and Criticism
    e. Interpersonal Communication
4. Applications
    a. Health and Welfare Communication
    b. Marketing Communication
    c. Scholarly Communication
    d. Use of Media and Audio-Visual Techniques

e. Communication and Education for Population and Social Development.

These subfields are simply an informal classification and do not represent established fields of study. Individual students may combine two or more of them, or create new subfield topics to meet a particular need.

Typical programs of study. Students in the Divisional Master's Program in Communication specializing in Communication and Education for Population and Social Development have literally hundreds of options open to them. The following "typical" programs of study are intended to help potential candidates structure these options.

The five-quarter curricula outlined below assume that the students will normally enter in the autumn quarter, although students can be admitted on any quarter--October, January, April, or June. Courses with an asterisk are required for the Communication and Education for Population and Social Development program.

Prototypical Study Plan for M.A. Degree with Communication Orientation

Autumn Quarter

*Social Science 300	The Fields of Social Science
*Sociology 344	Principles of Communication I
Elective	Recommended: Sociology 360, Introduction to Population

Practicum (no credit)	
Winter Quarter	
*Sociology 319	Sources of Social Science Data
*Statistics 200	Introduction to Statistics
Elective	
Practicum (no credit)	
Spring Quarter	
*Sociology 349	Methods of Communication Research
Elective	Recommended: Socioloogy 345
Elective	
Practicum (no credit)	
Summer Quarter	
Social Science 311	Social, Demographic, Ecological, and Psychological Aspects of the Social Development Process
Social Science 314	Mass Media Production for Population and Social Development Communication/ Education
Social Science 315	Counseling, Classroom Teaching, and Group Work for Population and Social Development Communication and Education
Social Science 312	Planning, Organization, Administration, and Evaluation of Population and Social Development Programs

Autumn Quarter

Social Science 399	Individual study (theses)
Elective	
Elective	

Prototypical Study Plan for M.A. Degree with Research Orientation

Autumn Quarter

*Social Science 300	The Fields of Social Science
*Statistics 200	Introduction to Statistics
Elective	

Winter Quarter

*Sociology 319	Sources of Social Science Data
Elective	Recommended: course in math
Elective	Recommended: course in intermediate statistics

Spring Quarter

*Sociology	The Study of Human Fertility
*Sociology	Workshop in Technical Demography I
Elective	Recommended: course in math or research methodology

Summer Quarter

Social Science 319	Computer Processing of Data and Organizing and Writing of Reports
Social Science 320	Evaluation of the Impact of Population and Social Development Programs Surveys

Social Science 312	Planning, Organization, Administration and Evaluation of Population and Social Development Programs
Social Science 311	Social, Demographic, Ecological and Psychological Aspects of the Social Development Process

Autumn Quarter

Social Science 399	Individual study (theses)
Elective	
Elective	

Prototypical Study Plan for M.A. Degree with Education Orientation

Autumn Quarter

*Sociology 300	The Fields of Social Science
*Sociology 344	Principles of Communication I
Elective	Recommended: Education 312, Philosophy of Education

Winter Quarter

*Sociology 319	Sources of Social Science Data
*Statistics 200	Introduction to Statistics
Elective	Recommended: Education 303, Educational Psychology

Spring Quarter

*Education 348	Analysis of Teaching
Elective	Recommended: The Study of Human Fertility
Elective	

Summer Quarter

*Social Science 311	Social, Demographic, Ecological, and Psychological Aspects of the Social Development Process
*Social Science 312	Planning, Organization, Administration, and Evaluation of Population and Social Development Programs
*Social Science 315	Counseling, Classroom Teaching and Group Work for Population and Social Development Communication and education
*Social Science 320	Evaluation of the Impact of Population and Social Development Surveys

Winter Quarter

Social Science 399	Individual Study (theses)
Elective	Recommended: Workshop in Technical Demography II
Elective	

Population of Graduate Students in International Programs

The Community and Family Study Center directed by Dr. Donald J. Bogue of the Sociology Department, has specialized in training, research, and technical assistance in population and social development communication education since 1962. Beginning with short-term training held during summer periods or for a few days at overseas sites (and narrowly

focused on population and family planning), this program has gradually developed into a full-fledged program for social science in the service of social development. It was the Center's program that evolved into the Divisional Master's program, and the Center is still the locale for communication and development activity at the University of Chicago. The Center's degree programs tie in more broadly and officially now with the rest of the University's academic program.

The following foreign trainees were enrolled in the Center's programs in February 1978:

Tahira Ahmed	Bangladesh	M.A. Ed. PSD
A. Bhuyan	Bangladesh	M.A. Comm.
Tania Boonlee	Thailand	M.A. Ed. PSD
Carlos Brambila	Mexico	M.A. Comm.
Martakoesoemo Budi	Indonesia	Ph.D. Soc.
Farag El Kamel	Egypt	Ph.D. Soc.
Linus I. Ettyang	Indonesia	M.A. Ed.
Abdul Hannan	Bangladesh	M.A. Comm.
Yvone Hsu	Taiwan	Ph.D. Soc.
Silvester kwakye	Ghana	Ph.D. Soc.
Tjipta Lesmana	Indonesia	M.A. Comm.
Lan-Ching Lin	Taiwan	Ph.D. Soc.
Salwa Mohamed	Egypt	M.A. Comm.
Tippan Navawongs	Thailand	M.A. Ed.
Francois Nouthe	Cameroons	M.A. Comm.

A.S.M. Rahman	Bangladesh	M.A. Div. Soc. Sci.
Sheikh Shahidullah	Bangladesh	M.A. Comm.
Bar Suharto	Indonesia	Ph.D. Ed.
Ricardo Vernon	Mexico	M.A. Comm.

Ed. PSD = Education for Population and Social Development.

In the period 1972-1976, the students from developing countries and the U.S. in the Communication and Population Education degree programs could be broken down as follows:

Communication	DC	US
M.A. (graduated 1972-1976)	29	6
(enrolled 7-1-1976)	8	4
Ph.D. (graduated 1972-1976)	3	2
(enrolled 7-1-1976)	4	6
Totals	44	18
Population Education		
M.A. (graduated 1976)	1	--
(enrolled 7-1-1976)	3	1
Ph.D. (enrolled 7-1-1976)	3	--
Totals	7	1

The American students are expected to have a valuable contribution to make in the overall picture, but were not recruited under the AID grant and were not recruited in fulfillment of it.

Selected Theses and Dissertations

The following is a list of dissertations and theses is indicative of those done at the Center between 1972-1976. Persons who received a certificate were enrolled for shorter periods in non-degree programs.

Name	Degree	Country	Year
Gunaserkera, Anton	M.A.	Ceylon	1972
Thesis: Long-term Mass Communication Program for Family Planning and Population Education for the Republic of Sri Lanka.			
Riza, Mohammed		Tunisia	1972
Thesis: Evaluation of TV Public Service Spots in Chicago			
Porter, Jeff	Certificate	U.S.A.	1972
Thesis: -----			
Ahn, Kye Chool	Ph.D.	Korea	1973
Thesis: Socioeconomic Correlates of Disadoption of			

Innovations: Family Planning

Bam, Brigalia M.A. S.Africa 1973

Thesis: The Political and Economic Causes of Malnutrition among the Blacks of South Africa.

Bhiromrut, Patama M.A. Thailand 1973

Thesis: Communication, Education and Information Plan on Family Planning Aspects, Thailand. 1974-1975.

Bishop, Joan M.A. Trinidad and Tobago 1973

Thesis: Family Planning in Trinidad and Tobago: A Proposal of Improvements for its Programme of Information, Education and Communication.

Current Occupations of Recent Graduates

Neither the University nor the Center have maintained records of specific employment for graduates. Graduates generally work in government or private development agencies, as administrators, communicators, or evaluators.

Available records show that at least 24 graduates now occupy significant posts as managers or directors in national family planning IEC programs. They direct or supervise family planning IEC research development and production of informational and motivational materials and short-term training (workshops and seminars) and in one long-term diploma program for the five South East Asian countries based at the University of Phillippines. Some are involved in the planning of IEC field campaign strategies. A few have become high-level policy decision makers. In one country they have been responsible for the inclusion of the IEC component in the national family planning program.

FACULTY AND STAFF EXPERIENCED IN DEVELOPING COUNTRIES

The main staff members at the Center are Dr. Bogue, the director, and Drs. Teachman and Bertrand, Research Associates. Bogue has a long record of international involvement in matters of demography, including U.N. assignments in India and Latin America. He has developed a training project in communication, being given in early 1978, in cooperation with UNICEF, UNESCO, and AID. He is presently providing technical assistance to Guatemala and El Salvador for their family planning programs, and has recently held family planning communication workshops in Egypt, Pakistan, Bangladesh, and the Philippines. Dr. Jane Bertrand has been involved in extensive research in both Guatemala and El Salvador, and

has worked with Bogue in Mexico City to strengthen the academic program in communication at the Universidad Iberoamericana. Both Bogue and Bertrand speak Spanish.

Dr. Jay Teachman has just returned from a year in Jakarta where he provided advice in all phases of research for the Indonesian Family Planning Program; he was also responsible for the training of local personnel, data processing and analysis, and report writing. Dr. Teachman speaks Bahara Indonesian.

UNIVERSITY SERVICES FOR FOREIGN STUDENTS

The Advisor to Foreign Students and Visitors, in the University's Office of International Student Services, provides and coordinates a wide variety of services for the nearly 600 foreign students and several hundred foreign faculty and staff members who come to the University of Chicago each year. These services include interpretation of the regulations and immigration laws of the United States, and assistance in adapting to the life style of the United States.

International House is a university-affiliated residence hall intended to provide living accommodations for qualified single students from abroad, and for American students. Accommodations are occasionally available on a quarterly, short-term or transient basis for visiting foreign faculty members, scholars, research associates and fellows.

International House conducts a varied program of activities, both educational and social, in accordance with the experience and background of its members and the facilities of the metropolitan community. Opportunities are provided for foreign and American students to work together in many different types of student activities.

The Foreign Family Organization of the University of Chicago was founded in 1962 and comprises families of foreign students, faculty, and staff members of the University. The Organization provides foreign families the opportunity to learn about the University and the community; to foster friendship among people of the same and different nationalities; and to attend events designed for the whole family.

NON-DEGREE PROGRAMS

The Workshop

Each year, during the summer quarter, the Community and Family Study Center sponsors a workshop on communication research and education for population and social development. This workshop has been held annually since 1962, and has had more than 1,100 participants from more than seventy countries. The program is operated through the University's Extension Division. The courses are regular academic courses, selected and conducted to meet the needs of high-level trainees on temporary leave from important positions.

The content and organization of this Summer Workshop is changed each year to meet the changing needs of overseas organizations. In the summer of 1978, the workshop will consist of eleven graduate courses, which each trainee may take in any combination he chooses. Although strong emphasis is placed upon family planning, as in previous years, greater provision will be made for persons who wish to emphasize other aspects of social develpment communication and education as well.

The courses are grouped into three separate "tracks," conforming to the major interests of the participants. A brief description of each track and its courses follows.

Track A. General Orientation, Administration, and Teaching.

The courses in this track emphasize the content of population and social development programs, and the planning and implementation of such programs. It is anticipated that most participants will take at least one course from this group to broaden their background knowledge. In all of these courses, emphasis is upon reading and discussing the implications of major research studies, program evaluations, and new program proposals.

Social Science 311. Social, Demographic, Ecological, and Psychological Aspects of the Social Development Process.

Social Science 312. Planning, Organization, Administration, and Evaluation of Population and Social Development Programs.

Social Science 313. Principles of Demography and Basic Demographic Methods.

Social Science 321. Guided Individual Work in Health, Nutrition, and Other Nondemographic Aspects of Social Development.

Track B. Communication and Education for Family Planning and Social Development

The courses in this track are designed to improve the communication and occupational skills of the participants. Strong emphasis is placed upon planning and actually producing or carrying out communication/education activities. Instruction is by experienced experts, brought in to teach those segments in which they are most proficient.

Social Science 314. Mass Media Production for Population and Social Development Communication/ Education.

Social Science 315. Counseling, Classroom Teaching, and Group Work for Population and Social Development Communication and Education.

Social Science 316. Baseline Research, Pretesting, Monitoring, and Evaluation of Effects of Population and Social Development Programs.

Track C. Research and Evaluation of Family Planning and Social Development Programs

The courses in this track are intended primarily for persons engaged in research and evaluation. It is assumed that those who enter already have a basic training in statistics.

Social Science 317. Planning and Research Study and Data Collection.

Social Science 318. Applied Intermediate Statistics and Sampling.

Social Science 319. Computer Processing of Data and Organizing and Writing Reports.

Social Science 320. Evaluation of the Impact of Population and Social Development Surveys.

Residencies and Short-Term Work Visits

The Community and Family Study Center is prepared to welcome senior family planning or social development communication and education specialists for a residency of from one to three quarters. These residencies should be planned to accomplish a specific major task--to design an action program, plan a training program, study a group of related courses, or do individual research which is sponsored by an action organization or a university. Each resident will be given workspace and individual staff attention. Funds are available to pay the cost of transportation to and from Chicago and all academic and living expenses for four person-quarters of residency. Interested persons should write to the director, stating the objectives of their study and certifying support by the organization which will sponsor the residency. The CFSC's residency stipends cannot cover the basic salary of the resident; it is assumed that the organization which sponsors the study will consider it as a part of his/her work assignment and continue his/her salary. All awards of residency stipends are made after review of the study work plans with a responsible official of the sponsoring agency.

The CFSC is prepared to receive, on request, short-term work/visits of key persons throughout the year. These short-term visits will be especially welcomed when they provide an opportunity for the CFSC to be of assistance in some specific way, such as:

1. planning a training program to be held at an overseas site;

2. planning a communication campaign for family planning or other social development projects;

3. working on the script for a film, radio series, or a brochure;

4. processing data using special computer programs not available in the home country;

5. consultation in research planning, data analysis, or report writing.

Because the CFSC staff itself spends a great deal of time overseas, arrangements for short-term visits should be completed at least three months before the travel is scheduled.

INTERDEPARTMENTAL COOPERATION

In 1978, the number of courses offered has been increased from seven to eleven, as noted. These courses are being offered in a schedule which will permit participants to take them in any combination desired. Although three courses are considered a full schedule, participants may take as many as four courses if they choose.

Participants will normally be expected to have an A.B. degree or its equivalent, with prior coursework or working

experience in the intended area of study. Working experience will be accepted in lieu of a college degree where experience clearly has provided the equivalent training.

The Divisional Master's Degree Program, described earlier, is new; it accepts its first students in fall quarter 1978. The cooperation among departments that this program represents has come about from a recommendation made by an AID team that evaluated the Community and Family Study Center in August 1976. That team suggested that a "communication committee composed of the various faculty [with communication interests] be formed to integrate the communication-related courses."

Formerly, the Community and Family Study Center was an isolated entity on the Chicago campus. It now has more formal academic ties to several University departments.

SUMMARY

The training program at the University of Chicago focuses on population communication and education. With its M.A. program and its annual summer workshops, the Community and Family Study Center offers specific development-related communication training. The Center has been supported by AID's Population Office since 1971, and was refunded in 1976 following a thorough external review.

Most notable among the suggestions of that review was the recommendation for a communication committee to be formed, composed of interested faculty who already teach communications and allied social science courses under the Divisional M.A. program. This has been done, with student training beginning in the Fall quarter 1978. This integration of the Center with other academic departments represents an important development at the University of Chicago. The Center, with its combined program of theory and applied work, maintains an emphasis that has not been traditional at Chicago--the applied aspect of academic knowledge. The Center has now been able to involve other departments formally in its program, through the Divisional Master's Program in the Social Sciences Division. This adds the talent of those departments to the Center program and strengthens the academic offerings of the Center.

The short summer course, which has trained over 1,100 professionals since 1962, suggests a pattern that could be followed elsewhere with other substantive aspects of development that lend themselves to communication strategies. The Center is offering a short course in Nairobi in February through April 1978, for Africa specialists who need further training in public education and communication for social development. The Nairobi course does not have the population focus that has marked the Chicago summer workshops. This shows a broadening of the Center's capabilities and a

broader approach to population questions by the Center staff.

The Center is not a large operation, but it is remarkably productive. In terms of students trained and materials published, in terms of overseas workshops and other technical assistance provided, the Center has clearly established itself as a focus for international population education and communication. With the formation of the new Master's Program, the previous informal interdepartmental linkages have been solidified. Bogue's appointment is in the Sociology Department, and, although there are many courses offered on the Chicago campus that deal with communication and/or development, no faculty member has a degree in communication. This program has grown through the coordination of many professors on campus and many media professionals from the Chicago area. The informality and small size of the Center has allowed greater flexibility than a more established program might have had--something that the Center may need to keep in mind as it becomes more established.

Foreign students are the principal enrollees in the programs--both summer and M.A. The University is well prepared to receive them and to orient them to life in Chicago. The Center is also following a recommendation from the 1976 Review Team to accept several students from individual countries to provide mutual support for each other during their studies.

A larger question relates to the orientation of the University of Chicago itself. Despite the strengths of the Community and Family Study Center (well-experienced professional staff, development orientation, language ability, sensitivity to foreign students), the Center is an anomaly on the Chicago campus. It is accepted now--that is not in doubt. But if it were to expand significantly or if other programs were to take on an applied development orientation, this would imply a shift in the focus of the University. This represents a definite distinguishing feature at Chicago--the theoretical academic focus--that was not found elsewhere. Whereas other universities have some development orientation or applied orientation or both, and carry out this work more or less well, the University of Chicago does not--the Center is the only exception. This overreaching question of university policy will influence future directions of the Center, and at this time that influence seems limiting.

UNIVERSITY OF HAWAII, DEPARTMENT OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

GRADUATE DEGREE PROGRAMS

Degrees Offered

The Master's degree in Educational Communications is the one graduate degree offered by this department. The objectives for all students in this program are:

1. To become conversant with and communicative about the learning aspects of educational media and methods;

2. To know the existing media research, its meaning, influence and practical application to new media techniques in the teaching-learning process;

3. To become well-acquainted with the principles and processes of systems analysis as applied to teaching-learning situations;

4. To be able to plan, design, and execute meaningful applications of instruction with systematic use and evaluation of media;

5. To become proficient in techniques involved in origination of instructional materials and their evaluation for use in classroom and other learning situations;

6. To be capable of engaging in planning and creating new media learning facilities, in modifying existing ones, and in administering them as curriculum-support programs for the benefit of learners as well as teachers or trainers;

7. To have developed a positive professional attitude through an active involvement in appropriate professional organizations and community services.

Purpose of Program and Skills Acquired by Graduates

The previous section specifies the purposes of the program. The chairman of the department described the desired exit skills to be: operational skills in the educational media, the ability to select and plan equipment purchase and use, the ability to evaluate the use of a particular media application, and a broad understanding of the application of communication processes. While research skills are not a focus of the program, graduates are trained to be critical consumers of research and to do some basic research on their own programs.

Entrance Requirements

Applicants need a Bachelor's degree from an accredited institution and a "B" (3.0) average in their undergraduate work. They must have a teacher's certificate, or some actual

teaching or training experience in at least one of the areas in which they want to prepare themselves for employment (industry, medicine, public health, military, or mass media organizations). They must take the Graduate Record Examination, both the Aptitude and the Advanced Test in Education, not later than January of the year for which they are seeking admission. They need three recommendations.

Students from other countries must take the Test of English as a Foreign Language (TOEFL). Exempt from this requirement are native speakers of English, and all students who have received a Bachelor's degree or an advanced degree from an accredited school in English-speaking countries. The minimum acceptable score on the TOEFL is 450. Because communicating in English is extremely important in this field, the student with even that score might be required to pursue additional work (non-credit) in the English Language Institute either prior to or concurrently with work undertaken in the Department.

Courses of Study

The Educational Communications and Technology Department does not have development-oriented courses; any development orientation it has comes from student interest in developing countries, of which there has been a good deal. The following graduate courses illustrate the academic program that is taken by many foreign students:

1. Media Technology

2. Educational Communications Systems

3. Media Research Foundations

4. Instructional Materials Design

5. Media in Multi-cultural Education

6. Educational Still Photography

7. Educational Motion Pictures

8. Television in Education

9. ETV Systems and Programs

10. Mass Communication and Education

11. Programmed Learning

12. Media Service Administration

13. Seminar and Internship in Media Leadership

14. Directed Reading and/or Research

15. Thesis Research

16. Seminar in ECT Issues

As for short courses, they have conducted them in the past, and could do them again. Their experience, however,

with short courses is that it is sometimes hard bureaucratically to get an LDC student to come for a non-degree program.

Population of International Students in Graduate Program

In the present academic year (1977-1978), foreign students come from Thailand, Hong Kong, and Malaysia. Almost all foreign students in the department come with East-West Center fellowships. The following list shows the nationality of all EWC-supported students since the department began offering graduate degrees in 1966.

Country	Number of Students
Afghanistan	1
Australia	3
India	2
Hong Kong	7
Malaysia	1
New Zealand	2
Philippines	3
South Korea	1
Taiwan	1
Tonga	1
Thailand	4
United States	9
TOTAL	35

Selected Thesis Titles

As noted earlier, the interest in developing countries is brought to the department by the students. The following titles indicate some of those interests and the work that they completed.

1. Chaesoon Youngs-- Korean Studies Educational Media Bibliography Project

2. Dennis Olkowski-- Communication for the Promotion of Agricultural Development in the Fiji Islands

3. Gregory Farstrup-- Non-Profit Contraceptive Marketing in Developing Countries

4. James French-- An Analysis of Agricultural Extension and Educational Resources for Rubber Smallholders in South Thailand

5. Surachai Thawatwichian-- A Survey of Audio-Visual Media Utilization and Instructor/Student Attitudes at Mahasarakam Teachers' College, Thailand

6. Hernando Gonzalez-- A Communication Behavior Study of Small Rice Farmers: Diffusion and Feedback in the Masagara-99 Rice Production Program in the Philippines

7. Dominica Siu King-Lo-- The Relation of ETV Exposure to the Secondary-School Entrance Examination Performance Among Hong Kong Primary Students

No records have been kept on the present jobs of graduates. The Department has a policy not to do so, based on a desire to protect the privacy of the graduates.

FACULTY EXPERIENCED IN DEVELOPING COUNTRIES

Lucius Butler has had ten years' experience in Laos, while Arnold Applegate worked in Honduras with the Peace Corps, using radio to promote adult literacy. One faculty member has had extensive overseas experience in Laos (ten years); another recently returned from Peace Corps service in Honduras, where he developed textbooks for use with radio broadcasts to teach adult literacy. Other faculty have interest in developing-country communication problems, and many students come into the program with direct experience in the field.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

There is no foreign-student center; the East-West Center fills this role to a degree because it is the focus of the foreign community here. The International Student Office gives general assistance to students and scholars from other countries. Foreign students are provided with individual counseling in personal matters; they may seek advice in problems relating to health, finances, visas, and governmental regulations, and may request assistance for various types of social and educational activities outside their academic programs.

RELATED AND NON-DEGREE PROGRAMS, INTERDEPARTMENTAL COOPERATION

At this time, the Educational Communications and Technology program is not tied in with other departments on campus. It does not offer a non-degree program. The department with the greatest potential for collaboration is the School of Public Health, which has projects using communication, but which has not worked closely with Educational Communications and Technology.

SUMMARY

The University of Hawaii is most interesting from a development viewpoint because of the presence of the East-West Center on its campus and the many fellowships that the EWC provides to enable foreign students to study at the University. Courses in media are offered at the University through the Department of Educational Communications and Technology; their development focus comes not from the courses, but from the emphasis put into the program by students with development interests.

To date, the relationship between the Department and the East-West Communication Institute has been only through the students who have their fellowships from the Institute and through the participation of Institute staff on thesis committees. In the fall of 1978, however, the director of the Institute will be teaching a course within the Department.

The Department is in an excellent position to receive fully funded students from developing countries, through the East-West Center. It could serve those students appropriately if the faculty and the curriculum had more focus on developing countries. That the Department does not have strength in this area reflects its need to serve its state constituents first; it suggests, however, an area for appropriate expansion. Particularly now that the East-West Communication Institute is in a hiatus concerning training, the Department has an uncommon potential that is not being fully realized.

UNIVERSITY OF MASSACHUSETTS, CENTER FOR INTERNATIONAL EDUCATION

Degrees Offered

As a part of the School of Education, the Center for International education offers an Ed.D. in Education. The M.Ed. in Education is also awarded, though the Center does not presently have an M.A. program.

Purpose of Degree Programs

The purpose of the Center program is to provide doctoral-level professional training with an emphasis on techniques and philosophy appropriate for non-school education in a variety of settings. The program emphasizes practical applications of conceptual and theoretical ideas. Learning proceeds from experience to conceptualization and back to application. Candidates are expected to become involved in productive tasks both on campus and in the field as an integral part of their training. The result should be professional training in the theoretical background of nonformal education and in designing and implementing projects.

Skills Acquired by Graduates

Since the program in international education entails minimum requirements and provides a very wide range of courses and directions, its graduates do not leave with a specific set of skills. In general, however, most students prepare themselves to administer projects in one of three areas:

1. Development Education in Africa, Asia and Latin America

2. Internationalizing American Education

3. Cross-Cultural Communication and Training.

In the Ed.D. program, typical skills acquired include the design, implementation and evaluation of training programs for professionals in developing countries. Administrative skills and critical awareness of development activities from sociological, economic and political perspectives are stressed above skills in research and curriculum design.

In the M.Ed. program, developing-country students take courses in the Center and elsewhere in the School of Education selected to match their particular interests.

Entrance Requirements

As critera for entrance, graduate-degree candidates should have extensive experience in field-level projects in education, preferably in non-school settings. A preference will be given to those whose careers show a pattern of commitment to development work, and whose ties to their own country indicate that they will return to work at basic educational tasks.

Candidates should have:

1. working knowledge of English, or willingness to acquire that before formal acceptance into the program;

2. a B.A. or equivalent and specific University requirements detailed in University application;

3. willing to take initiative and resonsibility in structuring one's own learning;

4. field experience in Non-Formal Education or a related field

The candidate normally spends from two to four years (one year is the required minimum) on campus, and a year or more in a field setting. There are no required courses and the major components of the program are designed by the candidate in consultation with his advisory committee.

The Ed.D. candidate must pass a comprehensive examination designed on the basis of his/her own course of study and submit an accepted dissertation. There is no thesis requirement for the M.Ed. candidate.

Courses of Study

The Center for International Education is one of about 35 areas of concentration in the School of Education. Since no courses are required for the degree, students typically take several core and specialized courses in their own area

and select the rest from among those offered in other areas and in other departments. In addition, most students in the Center spend a larger proportion of time in independent study and project, particularly in field settings.

The School offers courses on a modular basis, so there is a wide variety of course duration and requirement. Course offerings change from semester to semester. The Fall 1977 curriculum is indicative of the kinds of courses offered in international education:

1. Curriculum Development in International Education
2. Education in Africa
3. Education and Development
4. Planning and Development for Nonformal Education
5. Research Methodology in International Education
6. Seminar in International Education
7. Skills in Training Implementation
8. Educational Design for Women Worldwide

The use of communications and media is <u>not</u> in the international education area. Nevertheless, some students have focused on the use of media in development, and have acquired skills in this area by taking courses in the Media

Center of the School and in the Department of Communication and by getting involved in media projects.

One of the major programs at the Center for International Education focuses on nonformal or out-of-school education, particularly for rural populations. This program, financed primarily by a grant from the U.S. Government, emphasizes field-based development efforts to produce materials, techniques, training, and evaluation procedures which are effective in a variety of settings. Participants in this program come from Africa, Asia, and Latin America as well as from Europe and the United States.

Population of Graduate Students

The flexible structure of the Center and the School makes it difficult to count precisely the graduate students. In 1977, 25 of the 60 Center members on campus and in field situations were from developing countries: 9 from Africa, 7 from Asia and 9 from Latin America. The proportion of foreign students appears to be increasing.

Selected Ed.D. Dissertation Topics

Arthur Gilette-- Beyond the Nonformal Fashion: Towards Educational Revolution in Tanzania

Jeanne Moulton-- Animation Rurale: Education for Development

William Smith-- The Meaning of Conscientizacoa: The Goal of Paulo Friere's Pedagogy

Current Occupations of Center Members Who Received Their Degrees Between 1974-1976

The roster of Center graduates includes a cadre of prominently employed persons both in the United States and in institutions that deal with development in the developing countries. The source of their strengths lies in their backgrounds before enrolling at the Center and also in the nature of the program of studies and personal interaction that occur in the Center. Most of the following graduates of the Center have completed their requirements for the Doctorate Degree or are in the last stages of their degree programs with the University. Included are the names of those Center members working in educational programs in the United States as well as those working outside of this country, but the names of Center members who received their degrees before the initiation of 211(d) funds have not been included.

Rahat Ahmed — Former NFE Program intern; works for the Bangladesh Rural Advancement Committee (BRAC).

Kotsho Dube	Now with the Department of Political Science, Morehouse College, Atlanta Georgia.
Arlen Etling	Currently he is teaching at the University of Arizona, Tucson, where he has been developing a Competency-Based Educational Program for Extension Agents
Shmuel H. Govreen	He has returned to Israel to work in the area of Community Development
Jonathan Gunter	Currently NFE Media Specialist with the Academy for Educational Development, Washington.
John Hatch	John is the Director of Teacher Fellowships with the Woodrow Wilson Foundation in New Jersey.
Khalil Khalil	Khalil is working with Educational Development Corporation, Newton, Massachusetts, coordinating the curriculum develop-

	ment efforts for a new college of electrical and electronic engineering in Algeria.
Ruth Njiiri	Has worked as Personal Secretary to President Kenyatta of Kenya. Founder of children's library in Nairobi; now working as Director of International Programs for Phelps-Stokes in New York.
Kwame Oduro	Completed visiting professorship at University of Massachusetts (under NFE sponshorship); returned to the Institute of Adult Education, Ghana.
Gilbert Oluoch	After completing his degree, he returned to his post as Director of the Kenya Institute of Education. Recently he chaired the Kenya delegation to the UNESCO General Conference held in Nairobi.

William A. Smith	Former Peace Corps volunteer in Colombia, has served as Administrator for the Center's NFE Program in in Ecuador; currently on the staff of the Academy for Educational Devlopment in Bolivia
Emmanuel Tettey	Completed internship at the University of Massachusetts; returned to Ghana.
Sunthorn Sunanchai	Presently the Director of the Adult Education Division, Ministry of Education, Thailand. He is the author of many articles and co-editor of many books on formal as well as nonformal education in Thailand.
Mose P. Tjitendero	Mose is currently a senior lecturer at the United Nations Institute for Namibia in Lusaka, Zambia.

FACULTY EXPERIENCE IN DEVELOPING COUNTRIES

Linda Abrams has worked for extended periods in Afghanistan and Brazil and consulted in some Latin American countries and in Ghana.

David Evans has taught and done research in Uganda, and has consulted frequently in Ecuador, as well as Nepal, Indonesia, France and Switzerland.

David Kinsey has worked for extended periods in Tunisia, and has consulted in Middle Eastern and African countries.

Richard Ulin lectured for 2 years in Botswana.

George Urch has consulted in several African countries.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

There is no quota for foreign graduate students. Those who apply to study at the Center for International Education must apply both to the Center and to the Graduate School. The admission process of those accepted by the Center is facilitated by Center members. Every applicant must take the GRE, the TOEFL exam, have a valid visa and means of financial support. Degree candidates must possess a B.A. degree or its equivalent.

The International Students' Office provides personal counseling and other help to foreign students. Those at the Center for International Education are welcomed as active members of that community.

NON-DEGREE PROGRAMS

In keeping with the philosophy upon which the Nonformal Education Program operates and which provides for reciprocity of assistance and learning between the membership of the Center and that of othe local and overeas institutions, the Center has devised a nonformal education internship program. The program provides an opportunity for short-term training to nationals of Third World countries who are engaged in the devlopment of human resources in the rural areas through nonformal educaion methods.

The goal of the program is to bring together a small group of people actively involved in non-school educational efforts in rural areas from different countries. During the program, these people share their experiences, including ideas that have been successful as well as things which fail. They participate in a process designed to raise their awareness of the educational and social problems in various settings, and they learn a variety of skills which may be applied to the solution of those problems. The major goal is to provide participants with a chance to step outside their own situations and to think critically about themselves and their role in development while being exposed to others who are going through the same process.

Length and Structure of Program

The program is flexible in length, but generally runs for approximately four months, beginning in September or in February. Individual cases can be negotiated to meet specific conditions. The program consists of a core set of activities and discussions that covers the basic components of skills and techniques applicable to nonformal education. The core activities are supplemented by individual activities focusing on personal interests, and in participation in the ongoing work of the Center in the area of nonformal education. Each intern is expected to make plans for application of ideas and techniques in the home setting upon his or her return.

Criteria for Participation

The program is intended for those directly committed to working with the less-advantaged sectors of the population in their countries to promote development and education through non-school means. Preference should be given to people who are:

1. actively involved in community education
2. strongly committed to applying their learning
3. part of an organization or structure to which interns will be committed upon their return.

4. able to speak some English and willing to spend time further developing that skill.

Additional information related to the selection of interns is as follows:

1. The candidates shall be considered eligible when their sponsoring organization and the Center have reached an agreement on common objectives and plans concerning communication.

2. The candidates' selection should be based on their demonstrated work in nonformal education at the community level.

3. The candidates' selection is also dependent on the skills and experiences that each could contribute to the Center.

4. Admission to a degree program at the University of Massachusetts does not generally follow an internship. The candidates shall be expected to return to his/her country or organization immediately after completion of the internship.

Procedure

The candidates should, individually or through their sponsoring institution, submit a profile of their experience

and the type of training and/or learning exposure they expect the Center to provide. Once an internship commitment is made, the Training Coordinator of the Center prepares a training program specifically for the intern, based upon the intern's previous experience and the professional goals of both the intern and the Center.

Finance

The basic principle will be one of sharing between the organization sponsoring the individual and the University. The degree of sharing will depend on the relative need and upon the strength of the linkages between the organization and the University. Typically, the University might commit itself to support costs in the United States, while the sponsoring organization would seek travel costs. Where appropriate, aid might also be sought from international organizations.

RELATED PROGRAMS

The Center for International Education does not offer a strong program in communications and media. However, there are two other programs on campus where Center students can get this kind of training: the Media program of the School of Education and the Department of Communicaton Studies.

Neither of these programs has an international focus. The only other program on campus with an international focus

is the Center for International Agricultural Studies in the College of Food and Natural Resources. These three programs are described briefly below:

The Media Program of the School of Education

Although it is primarily directed toward teacher training activities, the media program offers students in every field an opportunity to gain skills and knowledge in the following five areas:

1. Technology: knowledge of the principles of how media equipment functions mechanically and electronically.

2. Skills in the manipulation of technology: the practical "hands on" operation of equipment and materials.

3. Theories of perception/communications/learning: cognitive structures and frameworks in which all media operate.

4. The pedagogical purposes and applications of media technology and communications at all levels of education.

5. The skills and the art of originating messages in the various media, including the skilled use of language appropriate to each medium.

The program has four faculty members. None has any extensive international experience, but internationally-oriented students have been able to fashion their own graduate programs so as to combine work in media with work in developing countries.

As a part of the School of Education, the program offers an M.Ed. and an Ed.D. in Education.

The Department of Communications Studies

This department does not currently have a development orientation, though in 1978 they may recruit faculty members with such an interest.

The department focuses on the processes, theory, and applications of communication and the impact of communication on the individual and society. The objectives of the program are to prepare teachers and researchers in communication who will be employed by educational institutions; and to prepare communication specialists who may work in communication industries, local, state, and federal agencies, research organizations, business concerns, political groups or religious organizations.

Degrees are offered in three areas:

1. M.A. and Ph.D. in Mass Communications: Graduate work leading to an M.A. in mass communications

provides the student with an academic background for entering the communications industries in either educational or commercial media and provides a foundation for doctoral study. The Ph.D. in mass communications utilizes a wide range of methods to analyze the function of mediated communication--film, broadcasting, and print. It also stresses theory development and criticism with special attention to the systemic and institutional characteristics of human communication.

2. M.A. and Ph.D. in Interpersonal Communication and Rhetoric: The M.A. in Interpersonal Communication and Rhetoric utilizes theoretical, historical, and critical studies of the processes of face-to-face communication and is designed primarily to enrich the education of persons in government, business or personnel professions and to prepare students for doctoral study and for careers in college and university teaching and research. The Ph.D. in Interpersonal Communication and Rhetoric emphasizes the development of human communication theory and the improvement of communication based upon strong research foundations.

3. M.A. in Communication Education: Graduate work leading to the M.A. in Communication Education is

a general coure of study to prepare candidates for community college and secondary school teaching of interpersonal communication, rhetoric, debate, theater and mass communication.

Course offerings are tiered. A core curriculum is required of all new students. It consists of three courses, one dealing with metatheoretical and theoretical issues and two with research procedures:

1. Introduction to Communication Theory.

2. Seminar: Research & Quantitative Methods

3. Seminar: Research & Qualitative Methods

The second level of courses consists of introductions to the areas of specialization, such as an intensive survey of the research literature in a particular field. The requirements for any of the degrees specify that students should take several courses at this level in addition to those in their own specialty. Sample courses include:

1. Research in Interpersonal Communication

2. Media Systems and Institutions

3. History of Rhetorical Thought in Western Civilization

4. Social Impact of Mass Communication

The highest tier of courses are "specialty seminars," in which advanced study is done of particular themes within each area of interest. The content of these courses varies as a function of developments in the field and the interests of these students and faculty. These courses constitute the bulk of the coursework beyond the Master's for the Doctorate. Sample courses include:

1. Mass Media, Advertising, and Children

2. Communication in Close Personal Relationships

3. Political Communication

4. Film as Propaganda

5. Advanced Research in Media Regulation

6. Contemporary Rhetorical Theory

In addition to coursework, students are encouraged to work with each other and with faculty on research projects. Such informal work is deemed an integral part of graduate education and frequently leads to convention papers and published articles.

The Center for International Agricultural Studies in the College of Food and Natural Sciences

The Center has a history of international involvement, beginning in 1876 with a teaching and research exchange with what is now Hokkaido Imperial University. From 1962-1970, the Center has housed the Malawi/UMass/USAID Project, which provides technical assistance and teaching faculty to Malawi and USAID sponsorship of nine undergraduate students on campus. Currently, both degree and non-degree students come to the Center sponsored by AID and FAO, as do Public Law 480 visitors. In 1977, the Center began an active liaison with the Peace Corps for intern training and recruitment.

The Center has only one full-time faculty member, who helps students tap outside resources for their instructional programs, and offers short workshops, including a week-long course in communications for agricultural development. Because of the limited amount of faculty time available, the international program operates on a very small scale.

The Center does not offer graduate degrees, but the B.S. degree program of study indicates the kind of training advocated.

Students choose a major from among those offered in the College of Food and Natural Resources and carry a specialty of International Studies within the chosen major. See course requirements.

An overseas professional experience in an agricultural development program (at the village level, if possible) is considered essential preparation for a career in international agriculture. Students with this career interest, therefore, are urged to volunteer for two years of service in the Peace Corps or a similar organization upon completion of the B.S. degree.

In addition to courses required in the student's major, the following nine recommended courses are selected to provide the student with training in how to work effectively in other cultures and areas of the world.

1. Food and Resource Economics 110: World Food and Natural Resources
2. Sociology 101: Introduction to Sociology
3. Anthropology 104: Introduction to Cultural Anthropology
4. Anthropology 379: Cultural Dynamics and Applied Anthropology
5. Geography 260: Economic Geography
6. Economics 266: Economic Development
7. Political Science 244: Political Development and Modernization

8. Food and Resource Economics 381: International Agricultural Development

INTERDEPARTMENTAL COOPERATION

There appears to be very little active cooperation among the programs described above. Within the School of Education students design their own programs and are free to take courses anywhere in the University. Most members of the Center for International Education do, in fact, take a number of courses in other parts of the School, including media, research evaluation, curriculum design and so on. Programmatic cooperation among centers is virtually absent, since the School is designed to force students to develop individual programs.

There has been some cooperation between the Center for International Education in the form of faculty members attending each others' workshops. The only recent exchange between the Center and the Department of Communication Studies has been one Center student taking two courses in the Department, and one faculty member sitting on her dissertation committee. This reflects the lack of focus in the Department on international and development-related affairs.

In short, programmatic cooperation within the School of Education is handled on an individual student basis. Interdepartmental cooperation, though not difficult to manage

administratively, has not been realized in development-oriented programs. This might reflect on the lack of such coordination in the central administrative office of the University.

SUMMARY

The University of Massachusetts has certain strengths as a basis for training developing-country personnel in communications, but it also has some handicaps. Both the strong points and the drawbacks are summarized here.

The Center for International Education is the most apparent locus of development-oriented programs. As a major part of its program, the Center trains people for positions in the management of rural development education programs. Both its goals and training strategy are practical rather than academic, and students can acquire good on-the-job experience in the graduate program. Faculty and students have had extensive experience in development programs. A professional worker from a developing country should find colleagues here who are sophisticated about the theory and practice of education efforts in developing countries.

Another important characteristic of the Center is the individualization of each graduate student's program of study. Since there are no required courses, students are free to design and follow their own programs. This freedom can re-

sult, for a self-directed person, in a meaningful training program relevant to his/her particular needs; but for those who seek structure and direction, it can become a confusing, diffuse, and discouraging experience. Prospective students should place high value on freedom and flexibility and have a good idea of what they want to learn.

A major weakness of the University in terms of its program of study in communications is the absence of any development orientation in the Department of Communication Studies, and the lack of cooperation between that Department and the development-oriented Center for International Education. A student of communications would appear to have a difficult time finding relevant courses beyond those in the School of Eduction Media Program, which are limited to low-level technology operations.

The other main weakness is the apparent lack of programs at the University with an orientation toward development. Thus, although there may be scattered interests in development across the campus, such as the Center for International Agriculture, the University offers little incentive or structure for cooperation among these programs. Nevertheless, it would be administratively possible to devise both degree and non-degree programs that combined departmental programs of study.

UNIVERSITY OF PITTSBURGH, SCHOOL OF EDUCATION, PROGRAM IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

GRADUATE DEGREE PROGRAMS

Graduate Degrees Offered

The program offers an M.Ed., an M.A., a Ph.D. and an Ed.D. with specialization in educational communications and technology.

Purpose of the Program

The purpose of the educational media program is the improvement of instruction through the effective application of all pertinent types of communications processes and media. Programs in the media emphasize the professional use of verbal, auditory, and visual forms of communication in a manner designed to bring about constructive changes in student understanding, attitudes, and other behaviors relevant to learning. The qualified educational media specialist has an important function in formal education at all levels. The curriculum offers the following competency areas: instructional design; production, including television, film and graphics; selection and utilization of materials; computer-assisted instruction; professional issues; and curriculum and instructional development.

Skills Acquired by Graduate Students

Master's level students are prepared to be generally competent in every area of educational technology, including basic systems design and local production of instructional materials. Specific production areas are graphics, photography, cinematography and television. Since the focus is on visual media, only introductory courses are offered in instructional TV. Master's students have practical and theoretical instruction in each of these areas, thus acquiring a solid general background in this technology. In addition, they take various courses elsewhere in the School of Education, which prepare them to deal with current educational problems and concerns in the areas of research, administration, computer utilization and library science.

Students at the doctoral level acquire more advanced skills in production, design and management. They may get specialized skills in computer instruction and the application of computers to the solution of educational problems. Students are not prepared to be professional technicians, but to work in research and development of instructional programs which utilize media.

Entrance Requirements

To enter the Master's program, a candidate must hold a B.A. or its equivalent, and show potential competence and interest in the work of an educational technologist. The

School of Education student body is composed largely of active teachers and other professionals in education, so most graduate degree courses assume extensive practical experience.

In the course of the program, students must take nine credits in the following:

1. Foundations of Education (choice of six areas)
2. Advanced Educational Psychology
3. Introduction to Research

and 18 credits in professional courses:

1. Educational Communications Technology and Curriculum
2. Local Production
3. Systems Design
4. Developing Independent Study Materials
5. Research in Instructional Media
6. Educational Communications Electives

and nine additional credits in any university program. M.A. candidates must also write a thesis.

To enter the doctoral program, students must have a demonstrated competence in educational communications technology at the Master's level. In the course of the program, they must take courses in:

Computer-Assisted Instruction

Educational Inquiry

Ph.D. candidates must take nine credits in educational research or graduate-level computer science or a foreign language examination. All doctoral candidates must write a dissertation. Beyond the required courses, the student's program is developed jointly between the student and advisor based upon the student's needs and career objectives.

Courses of Study

The Program is designed on a competency-based model. The following list of competencies indicates the focus of the course followed by Master's students. Doctoral students would augment this with a specialization in one or more areas, and competence in educational research.

The graduate of the program is able to:

1. relate basic communication theory, and learning theory to the evaluation, selection and use of instructional media materials and devices;

2. operate a wide range of audiovisual equipment including projectors and recorders;

3. use (and demonstrate the use of) a wide range of audiovisual media materials effectively. These include maps, globes, models, posters, flat pictures, display boards, and manipulative materials;

4. design, script and produce a variety of audio, visual and graphic media--both static and dynamic--including audio tapes, one-half inch video tapes, 8mm films, still photos, and overhead transparencies. He or she should be able to design lay-outs, which include a variety of mechanical lettering techniques, both for graphic illustration and for overhead transparencies.

5. design and develop instructional television sequences which apply various learning theories as well as production techniques to the lesson;

6. operate certain television equipment;

7. select and evaluate media alternatives according to criteria from communications and learning theories;

8. design and develop an instructional system containing all the components suggested by accepted systems procedures;

9. write programmed instruction sequences;

10. design and develop independent study modules which incorporate programmed instruction;

11. administer an instructional materials center, or other media service organization, in a manner consistent with sound planning, budgeting, and accounting principles, and according to generally acceptable practices of materials purchase, storage, retrieval, distribution and maintenance;

12. search, evaluate, select and plan for utilizing materials to fit a specific situation. The student will justify choices by developing criteria for selection and applying them.

Theses and Current Occupations of Graduates

Population of Students in Educational Communications and Technology Program

In 1977 the program graduated eleven M.Ed. students and 5 Ph.D students. Normally the foreign students have different needs and opportunities than most U.S. students, because the School of Education caters generally to teachers and other educators who work during the day and attend night classes. Foreign students, in comparison, are available all day. The program faculty finds work with foreign students to be rewarding, although there is no active community of students

in the program, due to their small number and working-day schedule. Faculty find that foreign students demand extra time and supervision in their studies, because much course-work is done by teams of students rather than individually, thereby requiring all students to follow the same pace and be equally productive.

Foreign students are often admitted on the provision that they will attain a satisfactory level of communication in English and be able to complete course work. There have been no large groups of students from developing countries entering the program, although many individual foreign students have taken coursework in the program as "majors", or as "minors" from IDEP (International and Development Education Program) or other programs.

FACULTY WITH INTERNATIONAL EXPERIENCE

Two faculty members have had considerable international experience. They are Robert Cox who has done research and teaching for several years in Kenya, as well as short-term work in Asia and Latin America, and Seth Spaulding, who works part-time in the program of Education Communication and Technology. His international experience includes work in Latin America and five years as Director of School and Higher Education programs in UNESCO, Paris. Dr. Spaulding is also part-time (3/4) in the International and Development Education Program (IDEP).

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Foreign graduate students are admitted initially by the program or department for which they are applying. The School of Education considers every foreign applicant within 30 days after the application has been received. The basic requirements for entrance are a proper visa, evidence of financial support, a B.A. degree or its equivalent, and competence in the English language. Often students arrive whose English is not adequate for coursework. In these cases, the English Language Institute courses are available. However, students must study English intensively until they are proficient and this can delay the start of their academic coursework and, consequently, add to the time they must spend at the University. Foreign students are often admitted provisionally until their English is sufficient.

The School of Education has a Graduate Student Personnel Officer, Dr. Polk, who monitors the admissions and progress of foreign students.

The University Center for International Studies (UCIS) is run by faculty members of several different disciplines. This Center facilitates interdepartmental cooperation in international projects, as well as supporting overseas study programs and on-campus participant training activities. The UCIS appears to have a good working relationship with the international programs in the School of Education.

NON-DEGREE PROGRAMS

Through the University Center for International Studies (UCIS), non-degree programs with an international oreintation can be offered. Because the UCIS is a coordinating body, resources from various departments can be brought together into programs designed especially to meet clients' requirements. In the past, some such programs have been presented for USAID, as well as other U.S. and foreign agencies.

Although the Program in Educational Communications and Technology (which does not have a strong international focus) has not offered short courses especially for the purposes of development, the program faculty have offered summer courses, primarily for teachers in the Pittsburgh area. Currently these are:

1. The television workshop, which trains people in certain "hands on" skills: single camera systems, TV camera operation, directing and switching, visuals for TV, script writing, lighting for TV, audio for TV, and electronic editing. Also students gain knowledge in learning theory, communications theory, communicating effectively as TV talent, utilizing TV as part of an instructional system, evaluating televised instruction and facilities design.

2. The Photography workshop has a heavy emphasis on "hands on" production. Topics include film selection, camera use, film processing, basic printing and enlarging, print finishing, lighting, color photography and processing, photo-copying, studio photography, and special techniques and applications.

It does not seem reasonable to bring developing-country personnel to Pittsburgh solely to attend these short courses or to send Program faculty overseas, particularly since few of them have had relevant experience. However, these courses, which provide basic skills and knowledge, could be combined with others, such as the courses in planning skills taught in the Graduate School of Public Health.

The faculty of Educational Communications and Technology has very little free time for extra work loads. They expressed interest in such short courses, if they can be given the proper lead time and resources to carry them out.

RELATED PROGRAMS

There are three major programs with an international focus, all of which are accessible to students in the Educational Communications and Technology Program:

The International and Development Education Program in the School of Education

This program can be used by students in Educational Communications and Technology (as well as students in other programs) to combine their course of studies with an intensive focus on development studies, particularly education.

Relevant courses in the program include Educational Technology in Developing Countries; Non-Formal Education; various courses on educational and manpower planning, educational problems in Latin America, Asia, Africa, and the Middle East. A number of students in the program take a joint or expanded major with the Educational Communications and Technology Program. IDEP currently has over 80 students of which 50 are from countries of every continent.

The International and Development Education Program (IDEP) emphasizes a graduate curriculum designed for U.S. and foreign students who wish to pursue careers in the study of education and social change in the United States or abroad. The multi-disciplinary programs offered explore education and its relation to economic, political, and social change in the developing nations of Latin America, Asia, Africa, and in the poorer urban and rural areas of the United States. Analyses of the time, place, and kind of educational interventions appropriate within specific cultural contexts utilize the substance and methods of the social sciences and social professions. The implications of such

analyses for educational policy and planning are explicitly examined.

The University Center for International Studies

The University Center for International Studies coordinates international activities by participating in several major functions of the University: research, public service, and academic and institutional support.

In its instructional function, area studies programs include Asian and Latin American studies, and thematic programs such as the Institute for Research on Interactions of Technology and Society. Through outreach activities, these involve participants from outside the University in conferences, in-service training and workshops. The UCIS also maintains inter-institutional relationships overseas.

In research, UCIS gives technical, administrative, and financial support to international research efforts. In its public service function, UCIS helps to develop and assist in the execution of technical assistance programs for government and private institutions.

The UCIS is the campus office most able to facilitate interdepartmental and inter-institutional cooperation in training programs for developing-country participants.

The Graduate School of Public and International Affairs

The Graduate School of Public and International Affairs offers three professional degrees: the Master of Public Administration (M.P.A.), the Master of Public and International Affairs (M.P.I.A.) and the Master of Urban and Regional Affairs (M.U.R.P.). Students electing to concentrate in the areas of International Affairs (IA) or Economic and Social Development (ESD) normally receive the Master of Public and International Affairs degree.

The field of Economic and Social Development involves the application of sociology, economics, political science, and other disciplinary knowledge--as well as professional practices, such as in agriculture, public health, and social work--to planned social change; the object of the curriculum is to provide students with a multi-disciplinary or comparative approach to the practicalities of modernization. As such, it can serve to prepare government officials of both developing and more-advanced countries, including personnel of planning units, operating ministries, and special agencies engaged in development planning and administration activities.

The Doctor of Philosophy in Public and International Affairs is distinguished from the professional Master's degree by the depth of knowledge required and the higher conceptual and analytical capabilities demanded. The program is designed to prepare persons:

1. to teach at the university level;

2. to conduct scholarly research in public or private institutions;

3. to assume positions of reponsibility as policy analysts and program administrators.

The Graduate School of Library and Information Sciences

The unique characteristic of communication studies at Pittsburgh is the integral relationship between the Educational Communications and Technology program and the Graduate School of Library and Information Sciences. This school offers Master's and doctoral degrees in both library science and information science. It is housed in the same building as the Educational Communications and Technology program, and enjoys a close working relationship with many faculty and students as another dimension of communications. Students from a developing country who want a general background in communications media and technology that included collection and diffusion of print (books, journals, etc.) and/or of information science and computer technology for documentation and research purposes could find this at Pittsburgh.

INTERDEPARTMENTAL COOPERATION

The School of Education is organized so as to promote inter-program cooperation and cooperation between the School and other departments. Of the 200 faculty members, 58 have appointments between two programs. Robert Cox and Seth Spaulding, for example, have joint appointments between the Educational Communications and Technology program and the International and Development Education program. Cox also has an appointment in the School of Library and Information Science. These dual appointments facilitate inter-program cooperation and, in the case of Educational Communications and Technology, close cooperation with the IDEP and Library and Information Science.

In the case of international programs, including development-oriented programs, interdepartmental cooperation is facilitated by the University Center for International Studies (see the section on Related Programs for a description of UCIS's operation).

Most of the cooperation appears actually to take place within the School of Education rather than between the School and other departments. The greatest obstacle to building programs between divisions or departments appears to be the heavy work load already placed on the Educational Communications and Technology staff.

SUMMARY

The Division of Educational Communications and Technology offers a very good program of basic media skills, and opportunities for specialized study in visual media skills (i.e., excluding radio). The full-time faculty of five seems very competent and dedicated. Most students in the division are full-time working teachers or other educators who attend night courses for advanced degrees. Foreign students thus have access to the faculty during the day, and extra time for supplementary work. The program, however, is designed for Pittsburgh-area educators; foreign students fit in depending on their English language skills, their ability to work in small teams with Americans, and available time of faculty and other students to help them compensate for weak areas.

The only faculty members in the Educational Technology and Communication Division with notable experience in developing countries are Cox and Spaulding. However, faculty of the program have some international experience: Dr. J. Fred Gage as a Peace Corps volunteer in Ethiopia, and Dr. David Crossman, as a short-term consultant in Guam and Iran. However, individual students, especially on the doctoral level, can build in a development-oriented component to their program by taking courses in the International Development and Education program, in the area studies courses sponsored by the University Center for International Studies, and at the

Graduate School of Public and International Administration. Thus, the development dimension of the communications program is on an individual rather than programatic basis.

The special feature of the communications program is its integral link with the School of Library and Information Science. Students wishing to stress this part of their studies can build a good program here.

Finally, the University of Pittsburgh has had a history of educating foreign students, and has adequate personnel and mechanisms to handle admissions, academic and non-academic needs. The School of Education as well as IDEP and UCIS in the past have run programs for groups of students from developing countries as well as having run projects in developing countries.

UNIVERSITY OF SOUTHERN CALIFORNIA, ANNENBERG SCHOOL OF COMMUNICATIONS

GRADUATE DEGREE PROGRAMS

Degrees Offered

The School offers a Master's degree in Communication Management and a Ph.D. in Communications Theory and Research.

Purpose of Programs

The M.A. program is designed for the advanced training of communication decision-makers. It offers three alternative specializations, each with its own purpose.

Communication Message Management

The goals of this specialty are to prepare the student to understand major processes in human communication, to identify target audiences and their characteristics, gather and organize information efficiently, design or supervise the design of messages which are efficient and effective, understand the communicative capabilities of various media which make them particularly appropriate for various messages, use these media capabilities effectively or manage those who do, develop strategies for message distribution, and develop an increased sensitivity to the impact of contemporary communication messages in media upon the quality of human lives.

Communication Technology Management

The purpose of the communication technology management specialty is to train students in the process of selecting, operating, designing and marketing high-technology-based communication systems. This means being able to select which technologies are appropriate to meet organizational communication requirements, as well as being able to direct the installation, maintenance, and marketing of such systems. Technologies included are: telecommunications, video and audio systems, printed and xerographic reproduction, computer-based communication systems and evolving technologies in the areas of satellites and optical communication systems.

Communication Research Management

The purpose of the communication research management specialty is to train students in the process of aiding in the identification and solution of management problems through making decisions and conducting both qualitative and quantitative research in the areas of: advertising, marketing, intra-organizational communication, and public opinion. Within most of these areas is a concern with research on users, products, messages, and channel strategies. Key phases of communication research management include problem identification and specification, question formulation, research design, proposing and evaluating research budgets,

staffing and evaluating research personnel, data gathering, coding and analysis, report preparation, presentation of findings, and derivation of action strategies and implementation procedures. A prime focus is the interplay of formative and summative communcation research within the larger contexts of problem solving and identification in organizations.

The Ph.D. program in Communications Theory and Research is designed for the highly specialized training of researchers in the social and information sciences aspects of communications. It does not stress training for a teaching career, but for research in public and private sector organizations.

Skills Acquired by Graduates

In the M.A. program, graduates acquire different skills according to their specialization.

Those in Communication Message Management learn the skills of directing various aspects of communication campaigns, such as: identifying target audiences and their communication profiles, developing and implementing strategies for creating and producing message content and message distribution mixes, and gauging the effectiveness of implemented strategies. Message management activities are mainly concerned with communication campaigns within an organiza-

tion or between an organization and its environments, or both.

Those in Communication Technology Management learn skills of data processing, systems design and planning, and technical and educational production in telecommunication and communication systems.

Those in Communication Research Management are prepared to work as a research analyst or research manager in an entry level position. They can perform all operational phases of research execution, such as interviewing, coding, data entry, data analysis, and report preparation. Managers typically supervise the work of analysts in executing research.

Graduates of the Ph.D. program can do sophisticated research in communications and telecommunications. They can also supervise research activities.

Entrance Requirements

Admission requirements to the M.A. program include a B.A. and a career interest in communication management. Work experience in this field is highly desirable.

Admission requirements to the Ph.D. program include a B.A. in a behavioral science, physical science, engineering or communication, and a career goal in communication research. Applicants must demonstrate significant aptitude

for social science and quantitative research. Individuals interested in policy aspects of communications or the impact of communication technologies are particularly invited to apply.

Courses of Study

Students in the M.A. program must successfully complete at least 28 units of coursework approved by a faculty advocate, and the following must be included:

1. basic courses in communication management, theory, technology and research literature
2. intermediate and advanced courses in specialization in research, message, and technology management
3. an independent study project
4. practical internship activities
5. participation in Communication Management Colloquium
6. a written and oral comprehensive examination

Students in the Ph.D. program must successfully complete at least 60 units of coursework approved by a guidance committee, and the following must be included:

1. core courses in communication theories and technology
2. two seminars centered on specific research problems
3. two of three advanced seminars in practices, theories and technologies
4. two courses in research design and a research project
5. a complementary program of study in cognate fields, the equivalent of one year's work

6. a written and oral qualifying examination

7. completion of a dissertation and oral examination

Population of Graduate Students from Developing Countries

In the Ph.D. class, three out of 20 students are from foreign countries, including India, Germany and Korea. In the M.A. class, six out of 60 are from developing countries, including Ghana, Mexico, Turkey and Iran.

Ph.D. Thesis Topics

The first two Ph.D. recipients (January 1978) wrote dissertations on the following topics:

1. Communicative Performance with Media: Effects and Implications of Television and Adult-Child Interaction on Preschooler's Language.

2. Forecasting Communication Needs, Supplies, and Rights for Policy Making and Planning in the State of Hawaii.

Current Occupations of Recent Graduates

Recent graduates of the M.A. program are currently working in the following areas:

1. Corporate Communications: Vice President for corporate commmunication, Getty Oil; Director of cor-

porate communications, Simons Associates (an international import-export firm).

2. Advertising: Assistant research director; Media buyer, Gray Advertising; Account executive.

3. Public Relations/Public Information: Director of public information, Western Airlines, Cancer Society.

4. Television: Executive producer, National Iranian Radio and Television: Assistant time-sales officer, KNBC, Los Angeles; Assistant to the President of a Mexican network; Executive producer, Canadian Broadcasting Corporation.

5. Radio: Public affairs director, K100-FM, Los Angeles.

6. Press: Copywriter, Los Angeles Herald.

7. Cinema: Assistant to the President, Columbia Pictures; Assistant director, Twentieth Century Fox.

8. Technology: Sales representative, IBM; Customer relations specialist, Xerox; Media director, General Telephone; Communications manager, Pacific Telephone; Communications specialist of a computer corporation.

FACULTY EXPERIENCED IN LESS-DEVELOPED COUNTRIES

There are ten faculty members, four of whom have had some work experience in developing countries. Robert T. Filep has worked extensively in Asia, Africa and other developing regions in telecommuncations policy, instructional design, satellite technology and related areas. Gerhard J. Hanneman has worked in 1977 and 1978 in Iran with National Iranian Radio and Television (NIRT), in establishing a program research department and providing training in evaluation techniques. Thomas H. Martin has lived in a developing country as a Peace Corps Volunteer. Elihu Katz has consulted and conducted research in twelve developing countries in Asia, Africa, and Latin America and recently completed a Ford Foundation study entitled Broadcasting in the Third World: Promise and Performance.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

Admissions requirements for foreign students, in addition to those required of all graduate applicants, include documented evidence of financial support and a valid visa. Proficiency in English is not required for admission but, before beginning academic work, students who are weak in English should take lessons at the University's American Language Institute in order to bring their proficiency up to a level acceptable by the School. Test of English as a foreign language (TOEFL) will be required commencing in Fall, 1978.

The university has a Foreign Students' Advising Office to help in personal and academic matters. Because the Annenberg School is small, it is expected that individual foreign student needs can be met within the School by faculty, staff and other students.

NON-DEGREE PROGRAMS

Since opening in 1974, the School has been involved in two development-related efforts outside the degree programs

During the summer of 1977, Dr. Hanneman and a doctoral student served as research consultants to the Research Division of N ational Iranian Radio and Television (NIRT). They conducted training programs in formative and summative evaluation techniques, data analysis, etc. They produced a 200-page procedures manual that included instructions for writing research questions, identifying proper audiences, drawing samples, etc. As a result, NIRT has asked for a continuing relationship with the School, with the possibility of a recent Ph.D. graduate serving as a staff consultant in Iran for a six-month term.

During that same summer, the School held a symposium featuring Dr. Elihu Katz' report to the BBC on social research in broadcasting, which was designed to set priorities and establish an agenda for research in broadcasting over the next several years. Over 80 participants, including schol-

ars and representatives of the television industry, community groups, business, and government gathered for a two-days meeting to discuss the report.

Dr. Filep and other faculty members are eager to expand their activities in non-degree training programs and to respond to the particular needs expressed by AID and similar organizations, particularly in high- and mid-level policy planning and management of telecommunications systems. In addition to the non-degree programs presented in the Annenberg School, the Department of Instructional Technology in the School of Education participates in the University Consortium for Instructional Development and Technology (UCIDT). The other Consortium members are at Indiana University, Michgan State Universty, Syracuse University and the U.S. International University in San Diego.

The purpose of the Consortium is to provide a level and quality of professional service in instructional development and technology which would not be possible through a single or a lesser combination of institutions in this field. To date the Consortium has helped build Special Media Institutes for teacher education institutes, and Instructional Development Institutes in school systems.

This concept has spread overseas, and through a contract with National Iranian Radio and Television (NIRT), the Consortium sent a team to Iran in 1975 to adapt the IDI to the

needs of the Iranian educational system, to train teams of educational technologists to put on the Institute in various settings, and to supervise the production and translation of materials into Farsi.

During the late 1960s, the Consortium conducted a series of three seminars on the contributions of behavioral science to instructional technology.

RELATED PROGRAMS

In addition to the opportunities provided by the University's policy of students to take courses in any department on campus, and its policy of encouraging interdepartmental cooperation among faculty members, the University has three programs with particular relevance to development communications. In the case of all three, links are being formed with the new Annenberg School to add to the development-oriented resources of the latter. These three programs are in the Center for International Intercultural Education in the School of Education, and the Center for East Asian Studies.

The Department of Instructional Technology prepares specialists in the design of instructional strategies and media, the management of media programs and systems, and the conduct of research in various aspects of instructional technology. Courses are offered at the Master's and doctoral levels in the design, production, administration and use of instructional media.

About one half of the Department's graduates find jobs in large industries, designing instructional systems, and the other half work in professional schools such as medicine and dentistry, also designing instructional systems. The Department does not train professionals for public school systems. About two to three percent become professors of instructional technology in other universities.

Approximately fifty percent of the graduates are foreign students, representing 22 countries. The Department does not seek out developing-country students or devise special programs for them. Some faculty in the School of Education see the huge increase during the past few years in foreign students as a strain on their resources and a pressure to reorient their current programs.

The doctoral program emphasizes research skills, and requires that students get practical experience in industry or other organizations, many of which are found in the Los Angeles area. Students also learn how to manage instructional technology systems, and they acquire enough skills in media use and production to choose among media for various purposes.

A Master's degree is offered, but not encouraged, as the number of requirements does not allow for much flexibility and choice on the part of the students. Master's graduates generally find teaching jobs in community and state colleges.

The Department serves as the headquarters for the University Consortium for Instructional Development and Technology (UCIDT) (See section on Non-Degree Programs).

The Center for International Intercultural Education initiates and administers programs for international and American students and scholars. Functions encompass academic program planning, advisement, and support services for sponsored international students pursuing degrees in the School of Education, who must be enrolled in the Center's International Professional Development Program (IPDP). Drawing upon theoretical coursework and application through observation and participation in schools, communities and industries, the program is designed to meet the student's professional developmental objectives in keeping with the needs of their countries.

To enhance relevance of studies to the participants' home contexts, the Center makes available research and program developments in various parts of the world on international and intercultural education, which may not be readily accessible to the students.

Another major responsibility of the Center is the development and administration of non-degree professional institutes, conducted overseas or in the United States for individuals or groups desiring specialized experiences.

INTERDEPARTMENTAL COOPERATION

The University encourages interdepartmental cooperation, and students are free to take courses from departments outside the one in which they are majoring. Faculty members of the Annenberg School are beginning to build links to other programs, including those in the Department of Instructional Technology, Social Science and Engineering Departments. There are incentives for faculty members to work with others outside of their departments. However, there is no centralized office to coordinate such interdepartmental work, nor is there an international programs office to promote and support interdepartmental programs that are development-oriented. Because the Annenberg School does not presently have a strong orientation toward development, they will have to build links to other university programs concerned with development, such as the Center for International Intercultural Education, in order to strengthen their offerings in this area.

SUMMARY

The Annenberg School at the University of Southern California opened in 1974. The first graduating class, consisting of two Ph.D.s, was in January 1978. Therefore the program must be considered for its future potential as well as for its current activities.

The School is financed partly by the University and partly by private funds. During its first decade it is well endowed and able to support adequate faculty, staff and facilities as well as graduate student fellowships. The program is small, with about one hundred graduate students, and does not intend to grow beyond 150 students over the next few years. There is a strong concern for high quality and rigorous training of graduates; their performance is reviewed frequently, and the academic work load is heavy.

At present, the development communication dimension of the program is very small, consisting of one graduate seminar on communication in development and some opportunities for faculty and students to work as consultants in development communication projects. Keeping in line with the general directions of the School's program, the development communication program will concentrate on preparing individuals to develop policy on national and regional levels and to manage communication projects on top and middle levels. Graduate training would have strong emphasis on the uses of high-level technology.

If the Annenberg School were to be used in the immediate future for either degree or non-degree training in development communication, more funds would be necessary--either directed from within the program or brought from the outside--for faculty and staff members experienced in communi-

cation projects in developing countries. Dr. Filep and Dr. Katz are currently the only faculty members with substantial experience in this area. However, the School appears to have the interest and the facilities which, combined with the resources from related programs in the School of Education, might be invested in to strengthen its capabilities to offer programs for personnel from developing countries.

UNIVERSITY OF TEXAS AT AUSTIN

GRADUATE DEGREE PROGRAMS

Degrees Offered

The School of Communication at the University of Texas is organized into four departments: Advertising, Journalism, Radio-Television-Film, and Speech Communication. Each of these departments offers graduate degrees at the M.A. and Ph.D. levels. While the School does not have a track dealing with communication and development, the flexibility of the School, particularly at the doctoral level, does allow individual students to create programs along this line. The departments with the most potential in terms of present flexibility and future expansion are journalism and Radio-Television-Film (RTF). Their programs will be described in more detail.

Purpose of Degree Programs

The Radio-Television-Film philosophy for its graduate program reflects the Department's view that change is a constant in the electronic communication field.

> In no field of human endeavor is continuing, accelerating, far-reaching change more evident than in the electronic communication media: change in styles, change in content, synergy among technologies. The difficult responsibility of graduate education in the media is to equip students with the necessary skills to cope with problems which we cannot even foresee. Graduate education must teach the student to analyze a human communication circumstance, to assemble all the available evidence, to make an informed judgment, and then to be able to produce an appropriate, effective communication, to measure its effectiveness or to

> evaluate this process in its historical context. Of major concern is how society shapes the electronic media and, perhaps more importantly, how these media shape the consciousness and activities of all people. Graduates from our program should be able to take a responsible place in media/communications, industry or education.

In the Department of Journalism, the purposes are also stated against the backdrop of changing media in a changing society:

> (1) Examine the domain of advanced studies in journalism and select one or more fields of specialization to pursue in depth. (2) Survey the general body of theory on mass communication, and acquire a mastery of the theory and research methodology appropriate to your specialization. (3) Improve your performance as a journalist in selected areas and, through the minor for your degree program, increase your expertise and excellence in scholarly research and writing.

Skills Acquired by the Graduate

Skills acquired by graduates are very difficult to pin down, because of the flexibility of the programs. Certainly an RTF graduate has the opportunity to develop a competence in a production field, but the Ph.D. in that department is emphasized as a scholarly degree based on research that leads to a dissertation. It is up to the student himself to set the goals of his program, with the assistance of a Faculty Advisor. For the Master's degree in RTF, no more than nine out of thirty credits can be in production courses; six credits must be taken outside the Department.

In Journalism, the Master's student can choose a non-quantitative approach, a program that will include substantive and writing courses in fields of his interests. This approach emphasizes writing and editing and the social functions, significance, and responsibilities of the mass media--along with the interdisciplinary aspects of each student's program. For the student interested in experimental research, field surveys, and theory development, the Master's courses will emphasize mass communication theory, research methods and design, and research problems. The Ph.D. is an extension of this track.

Entrance Requirements

The basic requirement for admission to the Graduate School is possession of a bachelor's degree. This degree may be in any recognized discipline from any accredited college or university. To gain admission, the student must have at least a 3.0 grade point average (on a 4.0 scale) in all junior and senior coursework. The minimum GRE score is 1,000 total; the Journalism Department also demands 550 minimum in verbal skills on the GRE. For journalism, the applicant must have twelve hours of upper-division coursework in the field of journalism; persons with professional journalism experience, but no college coursework in journalism, may offset some part of the twelve-hour condition through advanced-standing exams after being admitted to the Graduate School.

Courses of Study at the Graduate Level

Graduate Courses in Radio-Television-Film

380 Research in Film and Electronic Media

380G Research in Film and Electronic Media II

380K Multimedia Communication

380L Introduction to Graduate Study in Film and Electronic Media

380M Writing for Film and Electronic Media

380N Practicum in Writing for Film and Electronic Media

381K Principles of Film Production

381L Advanced Film Production

381M Practicum in Film Production

384 Seminar: Theory of Film and Electronic Media

384K Interdisciplinary Studies in Film and Electronic Media

384L Perception of Film and Electronic Media

384M Experimental Film and Video

384N Internship in Film and Electronic Media

385 Seminar in Film

385K History of Film

385L Seminar in Film History

386 Analysis and Criticism of Film and Electronic Media

288, 388, 488 Research Problems in Specialized Fields of Radio-Television-Film

388K Principles of Television Production

388L Advanced Television Production

388M	Practicum in Television Production
389	Broadcasting and Film in Society
389K	History of Broadcasting
389L	International Broadcasting and Film
389M	Radio and Audio Production and Programming
391K	Film and Video Production for Television News
391L	The Television News Program
291M	Documentaries and News Specials
391N	Television Information Systems
392	Seminar in Social & Legal Responsibilities of Mass Media
393K	Educational Communications and Technology
383L	Methodology in Literature
698	Thesis
398T	Supervised Teaching for Graduate Students in RTF

Graduate Courses in Journalism

380	Introduction to Research Methods
380K	Proseminar for Graduate Studies
381	Research Methods Seminar
382	Seminar in Mass Communications
382K	Health Information Studies
383	International Communication Seminar
384	Mass Communication Theory
385	Social Functions and Role of the Mass Media
386	Public Relations Seminar

386K Public Opinion and Persuasion

387 Special Studies in the Teaching of Journalism

388 Photographic Styles

289, 389, 489 Problems in Specialized Fields

390 Seminar in Journalism History

391 The Media and Urban Affairs

392 Seminar in Media Law

393 Reporting Minority Affairs

698 Thesis

398T Supervised Teaching

Population of Graduate Students in International Programs

There are sixteen foreign graduate students (fourteen from developing countries), in the School of Communication. There is no "international program" as such, only the programs tailored for each graduate student. The School's international interest is not a development emphasis. Four or five of the School's graduates from developing countries have written on communication policy in their theses, usually based on studies in the Sociology or Political Science Departments. Right now, a Nigerian student is in Nigeria doing a sociological study of the communication profession there. A Lebanese student is doing a content analysis of Al Ahram, Le Monde, and the New York Times coverage of the Lebanese civil war. These topics reflect the international tone present in the School of Communication.

FACULTY AND STAFF EXPERIENCED IN LESS-DEVELOPED COUNTRIES

Joseph Taylor in Journalism, Isabella Cunningham in Advertising, and Joe W. Neal in Speech Communication are those with experience in the Third World. Taylor has been all over Latin America as a journalist and speaks Spanish fluently. Cunningham is a native of Brazil, and has taught in Sao Paulo. Neal's involvement stems from extensive travel and his leadership in international educational exchange; he has directed Peace Corps training that took place on the Austin campus.

Jorge Schement in RTF has a strong interest in development and is a Mexican American, and offers the only development-related course in the department, Mass Communication in National Development.

Schement, Cunningham, and Taylor are trying to single out courses in the University that could make up a program in Communications and Development. While they all have heavy teaching loads at the undergraduate level (the School of Communications has 3,000 students) and cannot offer new courses, they have a strong interest in such a program. They would like to work with the on-campus Institute of Latin American Studies. Taylor already directs the Latin American Communication Program, (LACP), which is a part of the Institute.

The Institute represents the major development-related resource at the University of Texas. It offers a B.A., an M.A., and a Ph.D. degree on an interdisciplinary basis, cooperating with the Art, Anthropology, Business Administration, Economics, Education, Geography, Government, History, Latin American Literature, Library Science, and Sociology Departments. It houses a library that is one of the finest Latin American collections anywhere. It publishes extensively in the field of Latin American studies.

Within the Institute, the Latin American Communication Program is designed (1) to prepare persons interested in news media careers in Latin America, (2) to provide mid-career training for Latin American communications executives, and (3) to provide assistance in the development of journalism and mass communications education throughout Latin America. In addition to taking graduate-level coursework, students participate in the LACP conference, in media-related research projects, and in news internships in Latin America. The program annually sponsors a "Media 3 Americas" series of professional seminars that bring together experienced Latin American news media executives with their North American colleagues.

Numerous faculty in the School of Communication, including the Dean, expressed a hope to work more closely with the Institute and to develop the communication program in terms

of Latin American development. The RTF Department is adding to its staff in the coming academic year, and is interested in applicants who have a communication-and-development focus.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

A foreign applicant for graduate study must submit a completed application form, two letters of recommendation, college transcripts, and his GRE and TOEFL scores. He must have a bachelor's degree and have a B average for all courses taken in the U.S. (both graduate and undergraduate). The applicant must show that adequate financial support is available for his U.S. study. Students whose English is below standards will have to enroll in intensive English until their skills are adequate.

The International Office provides a two-week orientation for foreign students in August. This Office has information and programs relating to all matters important for foreign students, including visa assistance. The International Office is well qualified to deal with foreign scholars, since it is also the Orientation Center for Fulbright scholars who come to the U.S. each year. The Handbook put out by the Office describes all of its services in detail.

NON-DEGREE PROGRAMS

In the Journalism Department, Joseph Taylor has experience in offering short courses to persons in developing countries. This has been principally through LACP at the Institute for Latin American Studies. For example, two years ago, Taylor gave courses in Bolivia and Venezuela on basic issues of journalism, how to gather and present information. This was not just for print journalists; these issues cut across all media.

For short courses on campus, the School of Communication would prefer the summer or the Christmas vacation, since most professors teach two or three courses each semester. The experience of the International Office with Fulbright scholars' orientation and the fact that the director of the Office is also a professor in the School of Communication creates a natural lead-in for future short courses, something in which the Dean has an interest.

RELATED PROGRAMS AND INTERDEPARTMENTAL COOPERATION

Relations with other departments are mainly through students who take courses in their other fields of interest. To date, Communication faculty have not had the time to develop such cooperative arrangements--though the desire to do so is there.

SUMMARY

The communication-for-development program at the University of Texas is undeveloped at this time. The College of Communication has only touched on the field, because of its major commitments elsewhere. The College has ample resources and will be hiring new faculty regularly over the next few years. It recognizes its lack of experience in this area, and the gaps in the curriculum in this regard. There does exist a core of interested faculty and excellent facilities that could be developed very well. As the chairman of the Department of Advertising remarked in an interview, in terms of product life cycle, the School of Communication is only at the development stage.

Since 1970, the School has expanded rapidly, mainly in terms of American students and mainly at the undergraduate level. While a number of faculty, including the Dean, have an interest in developing countries, they have not been able to pursue that interest because of the booming undergraduate enrollments. The School has 3,000 students, ten percent of whom are graduate students. A few graduate students have been from developing countries and a few of these have done theses relating to communication policy in their countries. The proximity of the University to Latin America, and the historical ties of Texas to Mexico, make a Latin American concentration quite logical. The faculty who have had experience in the Third World have worked in Latin America, and

the Radio-Television-Film Department is considering the hiring of a new professor with solid research credentials in Latin America.

The Institute of Latin American Studies can provide an avenue for interdepartmental contact. If an interdisciplinary program in Latin American communication were to be developed, the Institute's contacts with faculty in anthropology, architecture, art, business, economics, education, geography, government, history, Latin American studies, law, and sociology are an appropriate place to begin.

What is absent in the School of Communication now is a faculty member whose Third World experience has been long-term, project-oriented. The professors experienced in journalism and advertising in Latin America would benefit from the influence of someone who had worked directly in development in Latin America.

If AID were to work with the School of Communication at Texas, a feasible beginning would be in the short courses, perhaps in the summer. There is no question that the School is well experienced in welcoming, orienting, and servicing foreign visitors. Depending on who the School adds to its faculty in the next year, AID might have to provide a visiting professor for a summer course in the first year or two. The support from AID could stimulate the School to strengthen its development-oriented faculty, something that

is a genuine interest of the School. As with many state-supported schools, funding for programs that would serve out-of-state students is difficult to obtain. It is more likely that funding could be obtained if a program was begun under an outside contract at the start; then the University might provide direct support.

UNIVERSITY OF WISCONSIN AT MADISON

GRADUATE DEGREE PROGRAMS

Degrees Offered

The University of Wisconsin at Madison has three departments dealing with communications, the Department of Agricultural Journalism, the Department of Communication Arts, and the Department of Journalism and Mass Communication. Both Master's and Ph.D. programs are offered. The Department of Agricultural Journalism has always focussed on how to communicate technical information to mid-western farm audiences without advanced specialized education; for this reason its offerings relate most directly with communication's role in development. We will describe that department thoroughly, and bring in the other groups where appropriate.

Purpose of the Degree Programs

The Ph.D. is a research degree, preparing graduates to teach at the university level and/or to do research. The Ph.D. in Communications is meant to provide training for independent and original research. Each student's program is related to specific interests and is arranged to draw freely from appropriate departments of the University. In consultation with his major professor and his committee, the student develops an individual plan of courses and seminars.

The Department of Agricultural Journalism offers the Master of Science degree in Agricultural Journalism, as well as

in Home Economics Journalism. It also cooperates with the Department of Journalism and Mass Communications. Work in both journalism and agricultural journalism counts toward the major for the Master's degree.

The Master's degree provides the student with skills in many media--print, posters, pamphlets, radio, television, film, slides, overhead projectors. The graduate is a journalist with an orientation to communicating with rural people.

Another program relating to foreign students has begun in the Department of Agricultural Journalism and is available in other departments as well. An overseas university can send a doctoral student to Wisconsin for a year or a year and a half of coursework, for which the student can receive credit at his home university toward his Ph.D. This idea is new, but already involves several departments with four or five students a year. Participating universities include the University of Malaya and the University of the Philippines.

Skills Acquired by Graduates

These are indicated in the preceding section. The M.A. graduate has acquired media skills, the Ph.D. can do research. For example, one of the present Ph.D. students is a Mexican who completed his M.A. several years ago at Wis-

consin. He learned how to use the media, how to produce materials for the campo and worked at the National Production Center on his return from Wisconsin. After three years at the Center, he moved to the National Agricultural Research Institute where there was need for increased research capacity. So he then returned to Wisconsin to get that capability in the doctoral program.

Because the program is so flexible, exit skills cannot be specified. There is only one required course in the graduate program, a course in communication theory. Students from developing countries are encouraged to take courses in economics, sociology of development, agricultural economics, and courses in the Land Tenure Center (more on this center later).

ENTRANCE REQUIREMENTS

Admission with Full Standing

Students admitted with full graduate standing must satisfy the requirements of the department in which they plan to enroll and also must meet the following uniform Graduate School requirements:

1. A bachelor's degree from an approved institution.

2. An undergraduate major or equivalent evidence of suitable background for entering the proposed field.

3. An undergraduate grade-point average of at least 2.75 (4.0 basis). (In practice, because of limitations on the number of students a graduate program can handle, the requirements in some years will be higher than this minimum.)

Admission of Foreign Students

Every foreign applicant whose native tongue is not English is required to take the Test of English as a Foreign Language (TOEFL) given through the Educational Testing Service, Princeton, New Jersey. The TOEFL must be taken and satisfactorily passed in the student's home country prior to the student being considered eligible for admission to the University of Wisconsin-Madison Graduate School. The TOEFL examination is an essential part of the student's application and must be taken at least three months before the proposed date of enrollment if the student expects to have this application processed in time for admission.

The foreign applicant is also required to provide the Graduate School with official transcripts from each previous undergraduate or postgraduate institution. Admissions examiners in the Foreign Admissions office will determine whether the student's grades and coursework are equivalent to a University of Wisconsin-Madison bachelor's degree. In those cases where the academic work of a foreign student is

difficult to evaluate, or where the student may not have degree goals firmly determined, the student may be admitted as an "International Special Student (I.S.S.)." Students admitted in the I.S.S. category are not considered degree candidates until such time as their departments may indicate that part or all of the student's previous work on campus should be accepted for graduate residence or for meeting departmental course requirements.

In addition to these requirements for admission, every foreign student must provide evidence of financial support (including support for any family members who accompany the student to the University of Wisconsin-Madison).

As is required of all students, a departmental recommendation to the Graduate School for admission is required for all foreign applicants.

Courses of Study

Courses offered by the Department of Agricultural Journalism which can be accepted for graduate credit include:

1. Advanced Agricultural Writing. II; 3 cr. Form, content, and writing of feature articles; adaptation of style and approach to specific publications and audiences.

2. Advanced Home Economics Writing. (See H. Ec. Ed. 330) I; 3 cr. Writing feature, process, and experience articles; introduction to such specialized forms as columns and advertising.

3. Farm and Home Radio Broadcasting. I;3 cr. Radio continuity writing, script editing, news gathering and preparation, program planning and auditing, radio style.

4. Editorial Practice. I, II; 2-4 cr. Instruction and practice in various aspects of editorial work, application of communication theory and technique to practical problems of agricultural media.

5. Agricultural Advertising. I, II; 3 cr. Advertising and promotion in agriculture and agricultural industries; copywriting layout, production, nature and use of advertising media.

6. Land Tenure and the Peasant in Latin America. I; 4 cr. The Latin American peasant and his role in agricultural and socioeconomic development.

7. Publications Editing. I, II; 3 cr. Planning, writing, editing, and producing educational publications.

8. Publicity Media and Methods. (Same as Journ. 515 and H. Ec. Ed. 515) I, II; 3 cr. Mass and group media and their use in programs or publicity.

9. Publication Illustration and Layout. (Same as H. Ec. Ed. 530.) I, II; 3 cr. Printing and engraving processes, principles of publication design, and publication use, effective use of text and illustration in presenting technical information.

10. Exhibit Techniques. (Same as H. Ec. Ed. 531.) I; 3 cr. Theories and practices in planning and producing educational exhibits; study of audience and viewing situations, selection of content, construction of materials, animation, and lighting

11. Technical Writing. I; 3 cr. Writing of research results for scientific journals or institutional reports.

12. Statistical Techniques in Communication Research. I; 3 cr. Basic statistical techniques in communication research--chi-square, analysis of variance, simple and multiple correlation and regression analysis, non-parametric techniques and setting of confidence limits.

13. Special Problems.

14. Pro Seminar. II; 2-3 cr. Environmental Information and Education Programs.

15. Seminar. II; 3 cr. Writing Style.

16. Seminar. I; 3 cr. Rural Communications theory.

17. Communication Aspects of Domestic Issues. II; 3 cr. Research design and analysis for domestic communication problems relating to agriculture and home economics.

18. Role of Communication in Development. II; 3 cr. Research analysis and design. Theories and strategies of communication use in the development process.

19. Research.

Population of Graduate Students in International Programs

Of the fifty graduate students in graduate work in the department, twelve are from developing countries. Most are AID-funded, and come from an agricultural agency in their home country to which they plan to return.

Selected Theses and Dissertations

The most recent graduates and their dissertations are listed here:

Luis Humberto Fierro Colombia	M.S.	Content Analysis of Four Colombian Agricultural Radio Programs
Elssy De Ramos Colombia	Ph.D.	Class Struggle and the Transient Ideology: An Analysis of the Colombian School System
Ramli Mohamed Malaysia	M.S.	A Study of Modernizing Behavior Among Malaysian Paddy Farmers in the MUDA Agriculture Irrigation Scheme
Chang-Sheng Ma Taiwan	M.S.	A Case Study of Radio Station Managers' Attitudes toward the Golden Bell Award Scheme in Taiwan, Republic of China
Wan Firuz Wan Mustafa Malaysia	M.S.	A Survey on Interpersonal Channels and Agricultural Message Diffusion in Malaysian Rural Areas

Jonathan Tsado Sokomba Nigeria	M.S.	Reception, Understanding, and Use of Extension Publications by Extension Workers in Nigeria
Mohamad Fadzilah Kamsah Malaysia	M.S.	Socioeconomic and Other Factors Associated with Communication Behavior of Malay Peasant Farmers in a Selected Mukim in Malaysia
Jane Loudon Australia	M.S.	Minimum Tillage: Thirty Years of Coverage by Three Farm Magazines
Luiz R.F.Motta Brazil	Ph.D.	Ideological Control and Newsroot Decision Making: A Q Analysis of Brazilian Editors' News Selections
Eduardo Ramos-Lopez Colombia	Ph.D.	Communication in Colombia: Economic and Political Aspects
Aydee Green Colombia	M.S.	The Mass Communication Media and Their Role in

Rural Development: The
Radio-Circular Letter
Combination and the Audio
Cassette

Current Occupations of Recent Graduates

1. Dur Mohamad Nourus Ali, M.S. 1973
   Dept. of Extension
   Ministry of Agriculture and Irrigation
   Kabul, Afghanistan

2. Abdul Khan, Ph.D. 1973
   Director, Farm and Home Unit
   All India Radio
   New Delhi, India

3. Ivo Schneider, Ph.D. 1973
   Professor, Economic Studies and Research
   Federal University of Rio Grande do Sul
   Porto Alegre, Brazil

4. Romeo H. Gecolea, Ph.D. 1974
   Agricultural Extension Officer
   Human Resources and Institutions Division
   FAO
   Rome, Italy

5. Alegria Mendoza, M.S. 1974

Unesco

New York

6. Thomas Mwanika, M.S. 1974

Studying for doctoral degree

Michigan State University

7. Wilson Schmitt, M.S. 1974

Head of Information Programs

Agricultural Extension

Rio Grande do Sul, Brazil

8. Callix Udofia, M.S. 1974

Institute for Agricultural Research

Ahmadu Bello University

Zaria, Nigeria

9. Luis Humberto Fierro, M.S. 1975

Programa Comunicacion Masas

I.C.A. Tibaitata

Bogota, Colombia

10. Elssy Ramos, Ph.D. 1976

11. Eduardo Ramos, Ph.D. 1977

They are operating a private development research and studies business in Bogota, Colombia.

12. Ramli Mohamad, M.S. 1976

School of Humanities

University of Sains
Penang, Malaysia

13. Jonathan Tsado Sokomba, M.S. 1977

Agricultural Extension and Research Liaison Service

Ahmadu Bello University

Zaria Nigeria

14. Mohamad Fadzilah Kamsah, M.S. 1977

Center for Extension and Continuing Education

Selangor, Malaysia

15. Jane Loudon, M.S. 1977

International Institute of Tropical Agriculture

Ibadan, Nigeria

16. Luiz Gonzaga Motta, Ph.D. 1977

Professor, Department of Communication

University of Brasilia

Brasilia, Brazil

FACULTY AND STAFF EXPERIENCED IN LESS-DEVELOPED COUNTRIES

The Agricultural Journalism faculty has several members who have worked for extended periods of time in the Third World. Bryant Kearl was the executive director of the Asia office of the Agricultural Development Council, in Bangkok and Singapore from 1970-1974; he has also served, at Rocke-

feller Foundation request, as a university planning officer in East Africa. Lloyd Bostian and John Fett helped the Federal University of Rio Grande do Sul in Brazil to set up its own agricultural journalism department, from 1967-1970; Fett has lectured at the University of Brasilia in 1976 on a Fulbright grant. Both Bostian and Fett speak Portuguese. Richard Powers spent two years at the National School of Agriculture, Chapingo, Mexico, and Marion Brown has done extensive studies of the land reform in Chile during the 1960s. William Thiesenhusen has taught a summer course at Chapingo in 1965 and spent 1963-1965 as a member of a University of Wisconsin research team in Chile. John McNelly, of the Journalism Department, has done two years of research in Costa Rica, lectured at CIESPAL in Quito, consulted in Colombia and Costa Rica, and done survey research in Peru, Venezuela, and other Latin America countries. He spent a year in Peru, on a Fulbright research grant. McNelly, Thiesenhusen, Brown and Powers are all fluent in Spanish. Fritz Albert has produced several films in Latin America, and speaks Spanish also.

Although the basic emphasis of the Agricultural Journalism Department is on scientific and technical communication in American agriculture and agribusinss, its faculty members are very well-grounded in Third World realities. They speak the languages, and they provde an atmosphere described by one graduate student as highly oriented toward developing

countries. The Journalism Department, where many students take their methods sequence, does not have that orientation.

UNIVERSITY PROCEDURES AND SERVICES FOR FOREIGN STUDENTS

The University of Wisconsin has had a remarkable amount of overseas involvement. The summary of International Programs and Projects lists nearly one hundred items. Many of these programs have training components that bring foreign students to the Madison campus. For example, during the 1960s, the University had a contract for technical assistance with the State of Rio Grande do Sul in Brazil. Many Wisconsin professors went to Brazil, including Fett and Bostian; over one hundred Brazilian students came to Madison. Right now, there are over 2,500 Third World students at Wisconsin-Madison.

There is a thorough orientation program for foreign students. Host families provide a link to American life, as do counterpart students at the University. One student remarked that the adjustment to American individualism after growing up in a supportive Oriental atmosphere was quite difficult; another found the language a particular struggle. But all the students contacted noted a comfortable, accepting tone about the University and the Department of Agricultural Journalism in particular. (Professors in Agricultural Journalism are usually accessible throughout the day; students can drop in anytime, and the professors really do fo-

cus on the students. The chairman says that students who pay a hefty tuition deserve service; the students, particularly the foreign students, find this markedly different from the more authoritarian schools at home.)

Because there are so many foreign students on campus, a new arrival has a ready-made community. A Malaysian student arrived in Madison to find 200 Malaysians there to help her in her new surroundings.

NON-DEGREE PROGRAMS

The only short courses given now are through the Land Tenure Center, and these have not related to communication directly. Ten years ago, Agricultural Journalism did some short courses and could probably do a better job now, given the experience that has been gained (according to a faculty view).

The common response in Agricultural Journalism to a discussion of short courses was hesitant, but not wholly negative. The preference was for teaching through the formal program, but all the faculty were willing to explore possibilities. In Journalism there was no interest in short courses; it was suggested that the University of Wisconsin Extension Office could run short non-degree programs and draw on University faculty to teach them.

RELATED PROGRAMS

The University of Wisconsin has many development-related courses. Because the Agricultural Journalism courses are message-oriented, rather than media-oriented, the fact that they are designed for domestic rather than foreign students, does not seriously limit their usefulness to rural development. Furthermore, the Agricultural Journalism faculty sees one of its major roles to be advising the students knowledgeably about other campus offerings. The number of courses within the Department is not large, but the kind of programs that can be devised, given the resources at the University, is very large indeed.

The Land Tenure Center is the principal focus for development studies at the University. This Center has been heavily supported by AID, including a 211(d) grant. It was local interest in Wisconsin land tenure patterns that was the initial focus; this grew into international applications in the early 1950s, when an AID-sponsored conference (1951) was convened at Madison to look at land tenure outside the U.S. In 1962, AID concluded that the world-wide interest in the subject and the strong competence at Wisconsin justified continuing core support for the Land Tenure Center.

The Land Tenure Center completed its sixteenth year of operation in May 1978, and USAID deserves much credit for having the imagination to support and sustain this unique

facility. Although the Center is administratively independent of the Department of Agricultural Economics, its directors to date have been members of that Department's faculty: Penn (the founder), Dorner, Thiesenhusen, and currently Kanel. Many from the Agricultural Economics faculty have been associated with the Center. In addition, faculty from other departments within the University have affiliation with the Center, especially from the following departments: Law, Sociology and Rural Sociology, Agricultural Journalism and Communications, Political Science, Economics, Business, History, Geography, and Anthropology.

Faculty associated with the Center have conducted research in many countries throughout the developing world, although the major focus for the first eight years was on countries of Latin America. Several hundred students (both U.S. and foreign) have been affiliated with the Center, although degrees have been largely within the several academic departments. Within the past seven years, however, a special experimental interdisciplinary Development Studies doctoral program has been authorized by the Graduate School.

Forty-five students are currently enrolled in the Development Studies program, from twenty-two foreign countries and the U.S. Sponsored by the Land Tenure Center, this degree program provides an academic focus for students who wish to pursue advanced study of development issues within

an inter-disciplinary framework. Field research is presently underway in the following countries: Ghana and Tanzania; Turkey; Brazil, Chile, Guatemala, Mexico, Nicaragua, and Venezuela; Korea, Malaysia, the Philippines, Japan, and Thailand. There are fifteen graduates to date from this experimental program, all of whom are working in the development field, either in universities, international agencies, or government departments concerned with international development.

The Land Tenure Center has had faculty members working with country institutions (usually universities) in ten Latin American and several Asian and African countries. Short-term missions and student research have included the above plus at least twelve other countries. Much of the financing of the Center's programs has been from USAID contracts and grants. However, other major sources have been the various foundations, the University of Wisconsin, and country AID missions.

Since 1973 the Land Tenure Center and the Agricultural Economics Department have provided a research advisor to USAID/Philippines to support research to facilitate and evaluate the land reform which began under martial law in 1972. The research advisor works closely with the Agrarian Reform Institute, University of the Philippines-Los Banos, primarily in its research program but also in its graduate

teaching. This position was established at the suggestion of Professor Kenneth Parsons; was first filled from 1973 to 1975 by Professor Duncan Harkin and since then by Professor David Kind. It is funded by the AID country mission.

The Center's associated faculty have collaborated in and supervised the research of students financed from a variety of sources, e.g., a student in Korea financed by SSRC, one in Chile financed by the Inter-American Foundation, a Malaysian financed by his home university and one by the Agricultural Development Council, etc.

Several students within the past several years have conducted research under a collaborative arrangement between LTC and CIMMYT. CIMMYT financed these studies, conducted in Colombia and El Salvador, which concentrated on Green Revolution technology: Diffusion of Hybrid Corn Technology: The Case of El Salvador Adoption of Hybrid Seeds and Fertilizers Among Colombian Corn Growers. These studies were supervised by Professors Thiesenhusen and Kanel respectively.

The Ph.D. in Development

The Land Tenure Center serves as the central administrative office for this program. This is a degree that students based in Agricultural Journalism may pursue; it provides an academic focus for students who wish to undertake advanced study on development issues within an interdisciplinary framework.

Development Studies focuses on contemporary problems in less-developed countries. It sets out to prepare people to work in universities, or governmental or international agencies. A clear problem orientation defined by the student and the student's committee, is especially important in designing individual degree programs since content and approach are not specified by disciplinary criteria. The program establishes a flexible context in which individual study and research programs can be designed to fit the special needs and interests of each student.

Students seeking admission must hold an M.S. or M.A. Degree. They should be seeking an opportunity to participate in a problem-oriented, interdisciplinary, social science program related to development. Applicants to the degree program will be asked to specify a problem area of interest related to development and to indicate their study objectives.

Each student is required to prepare a program of study at approximately the end of the first semester of Ph.D. work. The program of study has two purposes: first, it allows a student to describe his or her own area of interest with a focus on problems of development; second, it provides a written record against which student progress can be evaluated.

The student--in consultation with his/her advisor--is responsible for preparing the proposed study program and submitting it to a Degree Committee chaired by the advisor. The Degree Committee consists of three or more members of the Graduate Faculty of the University, at least one of whom is a member of the Program Faculty. It is composed of faculty from at least two departments and supervises the student's work, administers the preliminary examination, approves and oversees the research program and gives the final examination. The advisor is selected by the student. Additional members of the Degree Committee should be selected in consultation with the advisor.

The Midwest Universities Consortium for International Activities (MUCIA)

MUCIA's goal is to develop creative partnerships between its member schools and universities in developing countries. It advocates mutual cooperation with the Third World institutions, rather than the "tutelage," one-way style of relating that has characterized some American involvement overseas. In collaboration with Third World colleagues, faculty from MUCIA schools sit down to discover common goals and develop programs that are mutually beneficial, rather than to apply solutions from one country to another. Current MUCIA projects include the following:

1. Under contract with USAID, MUCIA is helping the Indonesian Konsorsium of Agricultural Faculties develop agricultural higher education in Indonesia. Since its inception in 1970, nine MUCIA faculty members have gone to Indonesia as long-term advisors, and 47 as short-term advisors. In addition 188 Indonesian faculty members have studied in U.S. universities in a variety of degree and non-degree programs. Plans call for the project to continue through 1980.

2. MUCIA has concluded a study of agricultural higher education, research and extension in Thailand in collaboration with the Thai Ministry of Agriculture and Cooperatives at Kasetsart University. Fourteen MUCIA faculty members and fourteen Thai counterparts spent from one to five months each in Thailand, studying various aspects of the agricultural sector. Funding was provided through the World Bank.

3. In 1973, MUCIA entered into an agreement with the National University of Ethiopia to help fill faculty positions, carry out joint research and develop certain programs in the University. Seven MUCIA faculty have been in residence at Addis Ababa, with others carrying out short-term as-

signments. Two Ethiopian faculty members have served as visiting professors at MUCIA universities. A USAID loan to Ethiopia supported the activities.

MUCIA member universities are Ohio State, Michigan State, Minnesota, Wisconsin, Illinois, Purdue and Indiana.

These projects are noted to illustrate the kind of overseas projects that go on at Wisconsin; these projects animate the academic program in which Third World students participate.

INTERDEPARTMENTAL COOPERATION

There is good cooperation, particularly that mediated through the Land Tenure Center and between Agricultural Journalism and Journalism. The Department of Communication Arts offers production courses, methods courses, and courses in theory that are open to all enrolled students. The flexibility that Agricultural Journalism maintains testifies to the ease with which some students can enroll outside the Department as well as to the campus-wide contacts maintained by the Agricultural Journalism faculty.

SUMMARY

The Wisconsin program, into which the Agricultural Journalism Department offers the best entree, is very strong.

Their integration of the communication skills with development-oriented studies is thorough, and the flexibility allowed for graduate students makes each student's program unique, without weakening the rigor or quality of the training provided. The University of Wisconsin's long-standing interest in rural development within the state and its parallel interest in communicating with rural Wisconsin residents (agricultural journalism) have come together in ways that can speak precisely to the needs of a student from a developing country.

The faculty in the Department of Agricultural Journalism has long-term development experience and language ability that is uncommon at an American university. They are able to advise students well, to assist them in creating a solid program of communication skills and development courses. The Department's budget and staffing depend primarily on its contributions to undergraduate writing and editing courses for students in the College of Agriculture and the School of Home Economics (now designated as the "School of Family Resources and Consumer Sciences"). There is only one development-related communication course offered by Agricultural Journalism at this time, and the faculty are not being forced by the discipline of formal courses to synthesize their experiences and ideas--something that could be an added benefit for students interested in communication and development.

The Land Tenure Center, and its Ph.D. in Development, provides a solid interdisciplinary base for a student who sees the relation of communication with so many other factors in the rural development process. The Center provides working linkages among faculty in agricultural economics, agricultural journalism, anthropology, business, economics, education, geography, history, journalism, law, political science, rural sociology, and sociology--a unique center on the Madison campus. In addition, the Center maintains a research library containing materials on international agricultural development, many of which are hard-to-find "fugitive" documents.

The Development Doctoral program at the Land Tenure Center formalizes this interdisciplinary base for a student. Students remain affiliated with their entering department (such as Agricultural Journalism), but the doctoral program is administered by the Center.

The Journalism Department offers solid research skills, and the Department of Communication Arts provides production skills at the graduate level.

The tone of the University of Wisconsin at Madison in general and of the Agricultural Journalism Department in particular is one that recognizes the special situation of less-developed countries and that works within that situation with the best of theoretical and research skills. The

foreign student will find a large foreign community within the University, in addition to the experienced faculty and staff.

MUCIA is now headquartered on the Madison campus. Through MUCIA, AID has collaborated with member universities at a high level of funding for many years. MUCIA has been one of AID's largest contractors.